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ABSTRACT

This book of teaching activities is designed to address the issue of hunger and develop a sense of activism and hope among students. It encourages students to discover some of the causes and misconceptions about world hunger. The book contains eight lessons with numerous activities to allow students to study hunger and develop a broader perspective on how to address the problem. The lessons focus on the following: (1) "Hunger Awareness"; (2) "Is Scarcity the Problem?"; (3) "Are There Too Many People?"; (4) "Is Technology the Answer?"; (5) "Rich World, Poor World"; (6) "Will More Foreign Aid Help End Hunger?"; (7) "Can Change Happen?" and (8) "Working Together for Change." A resource guide provides an extensive list of supplemental teaching materials and organizations involved in alleviating world hunger. (EH)

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A HIGH SCHOOL CURRICULUM

By Sonja Williams

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EXPLODING THE HUNGER MYTHS

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▪ A HIGH SCHOOL CURRICULUM ▪

By Sonja Williams

A Food First Book

The Institue for Food and Development Policy
San Francisco

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TABLE OF CONTENTS

Acknowledgments vii
Why This Curriculum? ix
How to Use This Curriculum x
Subject Areas xi
Special Class Situations xii
Pretest: What Do You Think? xiii
Action Ideas Handout xv
Lesson 1: Hunger Awareness 1
Activity 1: If This Class Represented the World 5
Activity 2: Eating the Way the World Eats 8
Activity 3: Images of Hunger 11
Activity 4: The Web of Hunger 14
Activity 5: The News about Hunger 16
Lesson 2: Is Scarcity the Problem? 19
Activity 1: Diet Diary 23
Activity 2: How Much Food Is There? 31
Activity 3: Where Does the Food Go? 39
Activity 4: Hunger in the Midst of Plenty 45
Lesson 3: Are There Too Many People? 51
Activity 1: What Is Overpopulation? 55
Activity 2: Why Do People Have Children? 60
Lesson 4: Is Technology the Answer? 67
Activity 1: Is More Always Better? 72
Activity 2: Technology on Trial—One Person's Story 77
Lesson 5: Rich World, Poor World? 83
Activity 1: Life on the Farm 88
Activity 2: Selling Food 98
Activity 3: Who Suffers, Who Benefits? 104
Lesson 6: Will More Foreign Aid Help End Hunger 109
Activity 1: Aid for Whom? Aid for What? 115
Activity 2: Development from Within—or Without? 122

Lesson 7: Can Change Happen? 127
Activity 1: Making Change 130
Activity 2: What Would You Do? 132
Lesson 8: Working Together for Change 141
Activity 1: Brainstorming Ways to End Hunger 143
Activity 2: Letting People Know How You Feel 144
Activity 3: Food and Hunger in Your Community 146
Activity 4: Fighting Hunger in Your Community 148
Activity 5: Teaching Others about Hunger 149
Glossary 151
Resource Guide 159
Organizations 159
Governmental and Multinational Organizations 165
Audiovisual Materials 166
Books 169
Agriculture/Farming 169
Aid 169
Hunger/Nutrition 170
Teaching Materials and References 171
Technology/Environment 172
Women 172
Working for Change 172
Periodicals 173

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To my students
and
my favorite teacher, Ruby Williams

WHY THIS CURRICULUM?

Hunger is a daily reality for over 500 million people (some sources say as high as 1 billion). Worldwide over 20 million people, mostly children, will die during the next year from starvation or hunger-related diseases. Millions of others will suffer permanent physical and mental damage as a result of hunger.

The image most North Americans have of hunger—famine induced by drought or other natural disasters—has little to do with the day-to-day experiences of most of the world's hungry people. Food is there for those who can pay. In fact, as hunger deepens in many countries, food production per person is increasing.

Even in the United States, while farmers reap record harvests and some economists laud a national economic recovery, hunger is on the rise. In some U.S. inner cities, infant mortality rates (a prime measure of nutritional well-being) rival the rates in many less developed countries.

As world citizens, students need to understand the true causes of hunger and develop an ability to critically assess the many misconceptions about hunger. That is why, as a high school biology teacher developing a three-week unit on food and nutrition, I felt compelled to devote a portion of the unit to a discussion of the underlying causes of hunger.

Initially, I began lecturing to students on the Myths of Hunger described in the book *World Hunger: Ten Myths*, by Frances Moore Lappé and Joseph Collins. I soon realized that my students became much more motivated when I stopped lecturing and allowed them to delve on their own into the issues raised by that book. During the following year, the hunger unit began to develop into a group learning effort and as a result became more meaningful and memorable to my students.

This curriculum grew out of that experience. It encourages students to discover some of the causes of and misconceptions about hunger by independently investigating several common assumptions:

- There's just not enough food.
- There are too many mouths to feed.
- Technology will solve the problem of hunger.
- People in poor countries have little in common with people in rich countries.
- More foreign aid will help the hungry.
- Hungry and poor people are too ignorant and passive to free themselves from hunger.
- One person's efforts cannot make any difference.

The methods used for investigating these assumptions vary widely. In some cases, students will be using statistics to make inferences about food and population. At other times, students will read and discuss personal anecdotes or engage in simulation games and role plays.

Many students sense that the world is in need of change but feel incapable of working to bring that change about. The institutions of our society often instill a passive attitude—changing things should be left up to the politicians and the experts.

It is no wonder that apathy and cynicism dominate many students' world views. The young person becomes an agent of change only in those very personal matters over which he or she feels some control. Early training in disengagement from the larger world stays with students through adulthood and prevents the political participation that a real democracy requires.

This curriculum emphasizes activism and hope—not guilt, apathy, or despair. It counters hopelessness by showing that even small changes can have an impact. It introduces students to the idea that human activities, not acts of nature, are both the root cause and the potential solution to hunger.

It is my hope that these teaching materials will be used to foster a new commitment among students to participate in the changes needed to end the injustice of hunger.

HOW TO USE THIS CURRICULUM

On page xiii you will find a pretest on hunger—a short quiz that is useful in gauging your students' knowledge level and viewpoints before beginning any of the lessons. After each question is covered in class, the pretest can serve as a reference to determine if and how students may have changed their thinking.

The curriculum is divided into eight lessons, each containing at least two activities. In every lesson you will find a background section, procedures for the activities, and all readings and handouts to reproduce for each activity.

Lesson 1, *Hunger Awareness*, is intended to introduce students not only to the immensity of hunger but also to the way hunger affects people as individuals. During the awareness activities, there is time for some general discussion about the causes of hunger. Students often bring up some common assumptions that are studied in later lessons. Like the pretest, the awareness activities can be used to determine how informed your students are on these subjects and the opinions they hold about them.

Each of the next six lessons is based on a common assumption people make about hunger. Within each lesson, you will find activities designed to help students examine the validity of that assumption. Verbal, mathematical, artistic, and interactive activities are included throughout the curriculum.

After finishing a lesson or activity, you and your students can have a discussion on ways to take constructive action against hunger and related problems. The *Action Ideas* handout (p. xv) can be reproduced for use with any number of activities. The handout contains general suggestions on things to do, with space for students to write in their own ideas and any you may want to add. Specific suggestions, tailored to the topics of lessons 2–7, are listed in action ideas sections following particular activities.

Lesson 8, *Working Together for Change*, focuses solely on action ideas that can be undertaken as class or group projects. The activities in this lesson can be done at any time and are easily adapted to ideas from lessons 1–7.

At the end of this curriculum, you will find a glossary with definitions of all listed vocabulary words, and a resource guide to organizations, audiovisual materials, books, and periodicals. For teachers interested in more background before beginning their unit on hunger, I suggest you read *World Hunger: Twelve Myths*, by Frances Moore Lappé and Joseph Collins, available from Food First/Institute for Food and Development Policy and at local bookstores.

Throughout the curriculum, statistics are presented in such a way that students have the opportunity to make their own interpretations. For more subjective material, I have sought readings and references from many different sources. Countries chosen for study reflect a wide geographic distribution, varying levels of development, and different political and economic systems. I have also attempted to use data from countries with which the students have some familiarity.

This curriculum is designed as a guide, an idea book. Therefore, you should feel free to adapt and modify the activities to suit your students' needs. I hope some of the readings and background sections serve as a springboard for developing new activities. A teacher in New York, for example, used one of the readings in lesson 2, activity 4 (*Hunger in the Midst of Plenty*) as the basis for a skit she wrote. The students then acted in the skit and discussed it. This teacher knew that her students might have trouble writing skits on their own, so she adapted the activity to fulfill the objectives for her students.

Few classes have time to complete every activity in this book (about six weeks), so I have included a chart on the following pages to help you tailor your study of hunger to your subject area and your students' needs. An English teacher with a two-week block of time, for example, might use the seven activities listed under Language Arts in the chart. These activities encourage reading and the development of organizational and writing skills. The pretest may also help you decide which lessons you wish to study.

■ ■ ■ ■ ■ ■ ■ ■ ■ SUBJECT AREAS ■ ■ ■ ■ ■ ■ ■ ■ ■

■ ART

(Activities below allow for drawing or illustrating. Other activities could also involve students making displays, collages, or exhibits.)

Lesson 1, Activity 3: Images of Hunger
Lesson 2, Activity 3: Where Does the Food Go?

■ BIOLOGY

(Activities emphasize biological concepts such as nutrition, calories, population growth, the role of technology, changes in agriculture, pesticides and their effects.)

Lesson 2, Activity 1: Diet Diary
Activity 2: How Much Food Is There?
Lesson 3, Both activities
Lesson 4, Both activities

■ ENVIRONMENTAL STUDIES

(Activities study interrelationships, food production and agriculture, population, role of technology, environmental problems.)

Lesson 1, Activity 4: The Web of Hunger
Lesson 2, All activities
Lesson 3, Both activities
Lesson 4, Both activities
Lesson 5, Activity 1: Life on the Farm

■ GEOGRAPHY

(Activities involve map reading, global awareness—Also see social studies activities.)

Lesson 1, Activity 1: If This Class Represented the World
Lesson 2, Activity 2: How Much Food Is There?
Activity 3: Where Does the Food Go?
Lesson 3, Both activities
Lesson 4, Both activities
Lesson 5, All activities
Lesson 6, Both activities

■ LANGUAGE ARTS

(Activities emphasize reading and writing skills.)

Lesson 1, Activity 3: Images of Hunger
Lesson 2, Activity 3: Where Does the Food Go?
Activity 4: Hunger in the Midst of Plenty
Lesson 5, Activity 1: Life on the Farm
Activity 2: Selling Food
Lesson 7, Both activities

■ MATH

(Activities involve graph reading, graph making, working with percentages and other statistics.)

Lesson 1, Activity 1: If This Class Represented the World
Lesson 2, Activity 2: How Much Food Is There?
Lesson 3, Activity 1: What Is Overpopulation?
Lesson 4, Activity 1: Is More Always Better?
Lesson 6, Activity 1: Aid for Whom? Aid for What?

■ SOCIAL STUDIES

(Activities concerned with human relationships, distribution of food, poverty and hunger in the United States, world history, colonialism, transnational corporations, world population, political changes.)

Lesson 1, Activity 4: The Web of Hunger
Lesson 2, Activity 3: Where Does the Food Go?
Activity 4: Hunger in the Midst of Plenty
Lesson 3, Both activities
Lesson 5, All activities
Lesson 6, Both activities
Lesson 7, Both activities

■ ■ ■ ■ ■ ■ ■SPECIAL CLASS SITUATIONS■ ■ ■ ■ ■ ■ ■

■ STUDENTS WITH READING DIFFICULTIES

(Readings are short, activity may be discussion-oriented.)

Lesson 1, Activity 4: The Web of Hunger
Lesson 2, Activity 3: Where Does the Food Go?
Lesson 3, Both activities
Lesson 4, Activity 2: Technology on Trial—One Person's Story
Lesson 7, Both activities

■ NO HOMEWORK

(These activities can be done in class.)

Lesson 1, Activities 1–4
Lesson 2, Activity 2: How Much Food Is There?
Activity 3: Where Does the Food Go?
Lesson 4, Both activities
Lesson 6, Activity 1: Aid for Whom? Aid for What?
Lesson 7, Both activities

■ RESEARCH PROJECTS

(These activities require some out-of-class work, may require library work or interviewing. Many action idea sections can be enlarged into out-of-class projects as well.)

Lesson 1, Activity 5: The News About Hunger
Lesson 2, Activity 1: Diet Diary
Lesson 5, All activities
Lesson 8, All activities

■ LIMITED TIME

(Each of these activities requires only a single class period.)

Lesson 1, Activity 1: If This Class Represented the World
Activity 4: The Web of Hunger
Lesson 2, Activity 2: How Much Food Is There?
Lesson 3, Both activities
Lesson 4, Activity 1: Is More Always Better?
Lesson 6, Activity 1: Aid for Whom? Aid for What?
Lesson 7, Both activities

■ ROLE PLAYING

Lesson 2, Activity 4: Hunger in the Midst of Plenty
Lesson 3, Activity 2: Why Do People Have Children?
Lesson 4, Activity 2: Technology on Trial—One Person's Story
Lesson 5, Activity 3: Who Suffers, Who Benefits?
Lesson 7, Activity 2: What Would You Do?

PRETEST

WHAT DO YOU THINK?

1. About how many people in the world die of hunger every day?
   a. 60
   b. 600
   c. 6,000
   d. 60,000

2. TRUE OR FALSE? There is not enough food to feed everyone in the world an adequate diet.

3. TRUE OR FALSE? Hunger occurs where many people live in a small area of land.

4. TRUE OR FALSE? If new agricultural methods increased food production by 25 per cent, hunger would end.

5. TRUE OR FALSE? People in rich countries face completely different problems from people in poor countries.

6. TRUE OR FALSE? Overall, people in the United States benefit from poverty abroad because poor people there are willing to work for low wages and we get cheaper imported goods.

7. Which type of aid makes up the greatest amount of U.S. government aid to other countries?
   a. Food aid
   b. Aid to develop agriculture
   c. Military aid

8. Can one person help end hunger?

Answer Key

1. **d.** It is estimated that perhaps 20 million people die each year from hunger; this is about 57,000 people each day. Lesson 1 presents statistics about hunger.

2. **False.** There is enough food to feed every person a diet containing 3,600 calories (one and a half times the average requirement). Lesson 2 deals with the issue of scarcity.

3. **False.** There is no correlation between population density and amount of hunger. Lesson 3 looks at population issues.

4. **False.** Lesson 4 presents examples of countries where increased technology and production have not helped end hunger.

5. **False.** Lesson 5 shows that similar factors affect people in rich countries and in poor countries.

6. **False.** Often we pay nearly the same amount for goods produced abroad. Furthermore, runaway shops take jobs from the United States and may create worker problems in the foreign country.

7. **c.** Military aid makes up the greatest part of U.S. foreign aid. Lesson 6 looks at aid.

8. **Yes.** Lesson 7 looks at ways individuals and seemingly powerless people have worked for change.

TOPIC: _____

LEARN MORE

The lessons in this curriculum are just a springboard. You have the power to become experts on the subject of hunger! Some good places to begin are:

- BOOK
  World Hunger: Twelve Myths, by Frances Moore Lappé and Joseph Collins
- MAGAZINES
  Food Monitor, from World Hunger Year
  Seeds, from the Seeds organization

List other resources on this topic.

_____

_____

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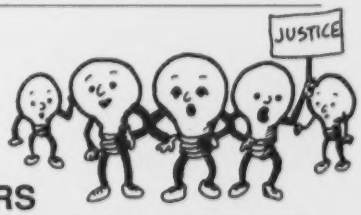


JOIN OTHERS

People all over the world are working together to fight poverty, injustice, and hunger. Some ways you can join them are:

- Join local cooperatives and social justice organizations
- Support consumer boycotts against industries
- Raise funds for local, national, and international organizations that work to fight hunger
- Start your own group to work to end hunger

Your ideas for ways to join others:

_____

_____

_____

_____

TEACH OTHERS

You already know more about hunger than many people. You can become a teacher with the knowledge you have. Ways to teach others are:

- Give presentations at school or to community organizations
- Make your own video or put together an art exhibit on the topic and show it in your community
- View slideshows and videos on the topic, then show them to other people

Note other ideas for educating people about hunger

_____

_____

_____

_____

WRITE LETTERS

Public officials report that they often receive very few letters on important issues, so every letter makes a difference. People in business and industry are often resonsive to letters, phone calls, and petitions. Addresses of public officials:

PRESIDENT _____
The White House
Washington, DC 20500

SENATOR _____
Senate Office Building
Washington, DC 20510

REPRESENTATIVE _____
House Office Building
Washington, DC 20510

GOVERNOR _____
(Your state capitol)

Addresses of local officials can often be found in the phone book under the name of your city, county, or state, or under United States Government. Addresses of businesses or industries can often be obtained from the labels of products. People you want to write to:

_____

_____

_____

LESSON **1**

HUNGER AWARENESS

ACTIVITY 1 **IF THIS CLASS REPRESENTED THE WORLD**
ACTIVITY 2 **EATING THE WAY THE WORLD EATS**
ACTIVITY 3 **IMAGES OF HUNGER**
ACTIVITY 4 **THE WEB OF HUNGER**
ACTIVITY 5 **THE NEWS ABOUT HUNGER**

LESSON 1: **HUNGER AWARENESS**

DESCRIPTION

But everyone's aware of hunger! Statistics, charts, graphs, and other numbers about hunger barrage us every day. We see stark pictures on the news of Ethiopian families waiting in line for bowls of gruel. But do these statistics and pictures really help us become aware of hunger, or do they simply numb us, as scenes of violence on television have numbed us to the violence around us?

This lesson is designed to increase knowledge of the dimensions and causes of hunger and to stimulate feelings about hunger through the following activities.

ACTIVITY 1

If This Class Represented the World helps students understand global inequalities by using students in the classroom to represent world statistics.

ACTIVITY 2

Eating the Way the World Eats has students share a snack divided up according to global food distribution patterns and discuss personal feelings about and solutions to injustice.

ACTIVITY 3

Images of Hunger has students write or draw their own personal expressions of the feelings of hunger based on stories of hungry people.

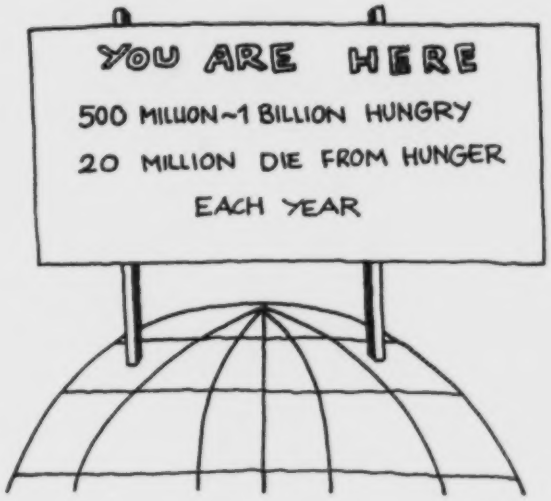
ACTIVITY 4

The Web of Hunger asks students to construct a large web chart to show the connections between issues relating to hunger and to think about the causes of hunger. It also stimulates critical thinking by introducing the concept of assumption.

ACTIVITY 5

The News about Hunger is an ongoing assignment involving reading, collecting, and evaluating magazine and newspaper articles. You can start this activity at the beginning of your unit since it can be worked on during all other activities.

You can use some or all of these activities in any combination, to go beyond the statistics and introduce your group to hunger on a more personal level. The activities do not include an evaluation method. Although you may choose to assign discussion questions as homework, grading is not suggested since these are introductory activities.



BACKGROUND FOR THE TEACHER

Developing awareness of hunger is far more than hearing statistics on the evening news or seeing pictures of famine victims. Synonyms for awareness include cognizance, or *knowing*;

consciousness, sensing, or *feeling*; discovery of relationships, or *analysis*; acute perception of something wrong and ability to act against it, or *alertness*. To be aware of hunger we need to have all of these.

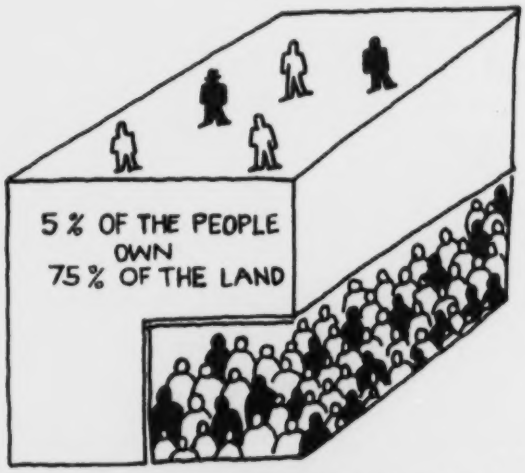
Statistics abound that help us *know* more about the dimensions of hunger. It is estimated that between 500 million and 1 billion people are hungry. Each year 20 million people, the majority of them children, die from hunger or hunger-related diseases.[1] In the United States, as many as 20 million people regularly go hungry because they can't afford enough to eat.[2] The very young and the elderly make up the majority of hungry people. But statistics about the extent of hunger are only the beginning of awareness. Alone, they can be so abstract that we can't see the faces behind the numbers.

We must go on to ask, what does hunger feel like, and how do we feel about its existence? We can turn to writers such as Kamala Markandaya, who in 1954 described a famine in India in her book *Nectar in a Sieve*:

> Other farmers and their families, in like plight to ourselves, were also out searching for food. For every edible plant or root there was a struggle—a desperate competition.that made enemies of friends and put an end to humanity.
>
> For hunger is a curious thing: at first it is with you all the time, waking and sleeping and in your dreams, and your belly cries out insistently, and there is a gnawing and a pain as if your vitals were being devoured, and you must stop it at any cost....Then the pain is no longer sharp but dull, and this too is with you always, so that you think of food many times a day and each time a terrible sickness assails you....Then that too is gone, all pain, all desire, only a great emptiness is left, like the sky, like a well in drought.[3]

We can also listen to the words of hungry people from all over the world. They describe the grief of losing the majority of their children to starvation. They describe the anxiety of not knowing whether there will be any food for their children the next day. People feel the shame of having to beg for food. When after years of backbreaking work, hungry people are accused of being lazy, they feel humiliation. Anger often comes when people see that the average dog in the United States eats a better diet than most hungry people. And fear comes when after working to help others get food people find they are targets of the military or secret police. Because we who are not hungry have felt, at some time in our lives, these same emotions of shame, anxiety, humiliation, anger, and fear we can begin to see hungry people as our sisters and brothers, not as numbers.

IN MANY THIRD WORLD COUNTRIES



Now we are ready to try and *analyze* why there can be hunger in a world of plenty. As we sharpen our perceptions, we find that hunger relates to other problems that people face, such as land ownership. In many third world countries, less than 5 percent of the people own over three-fourths of the agricultural land, leaving the majority of rural people without enough land to feed themselves.

1. George Kent, *The Political Economy of Hunger* (New York: Praeger, 1984), 26.
2. Physician Task Force on Hunger in America, *Hunger in America: The Growing Epidemic* (Middletown, Conn.: Wesleyan University Press, 1985), 8.
3. Kamala Markandaya (Kamala Purnaiya Taylor), *Nectar in a Sieve* (London: Putnam, 1954).

In third world cities, rates of unemployment are often several times as high as in the industrial nations. With no job, there is no money and therefore no food. Discrimination based on sexism, racism, and ageism also limits people's access to jobs. And where workers' rights to organize are unprotected, jobs may not pay enough to escape from hunger.

Governments that are unaccountable to their people set priorities against the needs of the majority. Defense budgets increase—often to protect the privileged against the demands of the hungry—as social service budgets decrease. Food programs are cut while government food sits in storage.

In analyzing hunger, we see it occurring all over the world in places where a powerful few make decisions against the interests of the majority of people. The latter are then cut out of control over their own lives—over the land, jobs, education, and health care that all people need in order to develop.

Finally, our knowledge, feelings, and analysis tell us to be *alert* to the myths and misconceptions about hunger. Learning how widespread are the misunderstandings about hunger, we become motivated to take more control of our own education about hunger, to educate others around us, join with them, and act to end hunger.

QUESTIONS TO EXPLORE

1. How many people are hungry?
2. How is food distributed? How could food and wealth be distributed more fairly?
3. What does it feel like to be hungry?
4. How does hunger relate to other problems?
5. How is hunger portrayed by the media?

ACTIVITY 1: IF THIS CLASS REPRESENTED THE WORLD

Students will investigate the dimensions of world hunger and poverty by converting global statistics into numbers of students in their own class.

PURPOSE

Most of us find it difficult to imagine millions or billions. So it helps to use the classroom as a microcosm of the world. When global statistics are applied to a group of fifteen or twenty students, it often shocks the students into an awareness of the meaning of numbers. Students can look around the room and see the meaning of 25 percent or 50 percent.

Once during a discussion of the forced conscription of boys into the Guatemalan army, a ninth grade student asked me just who was being forced into the army. A description of the age group met with a blank stare. Finally I asked every male student in the class to stand. I told them everyone standing could be forced into the army. This brought many reactions—knitted eyebrows, boys looking at each other, "sitters" looking at "standers," questions about what people can do—in general, a greater degree of empathy with the Guatemalan youths.

OBJECTIVES

- To convert global percentages to small group proportions
- To discuss the characteristics of a healthy life
- To confront and discuss surprising statistics of global inequalities

MATERIALS

- Blackboard or overhead projector and screen
- Butcher paper or newsprint
- *If This Class Represented the World* (table)

TIME

Thirty minutes to one hour

VOCABULARY

malnourished, nutritional deficiency

PROCEDURE

The statistical table you will be using for this activity is on page 7 and is called *If This Class Class Represented the World.* The actual class numbers have been worked out for a class of thirty students. If your class is much smaller or larger, you should calculate actual numbers for your class size.

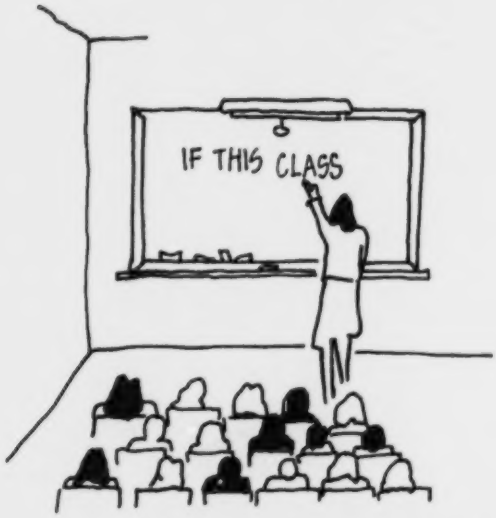
Before class, write on the board or an overhead projector "If This Class Represented the World, How Many Students Would..." then list the fourteen phrases from the table. Do not give any percentages or numbers of students yet.

A and B on the next page represent two alternate procedures—as a whole class or in small groups—for discussing the global statistics in the table.

A

1. Ask the entire class to estimate the number of students in the class who would be counted for each phrase if the class represented the world. For example, "Out of this group, how many people would know how to read?"

2. Record the class estimates in a separate column on the board or overhead projector. Then write down the actual worldwide percentage from the last column of the table. Finally, add to the table the actual number of students the percentage represents. You might ask the number of students represented in each statistic to stand up while others remain sitting. Compare the students' estimates with the actual percentages.



B

1. Divide the class into five groups. Hand out a slip of paper for each phrase. Assign two or three phrases to each group. Each group must then work together to estimate the number of class members that would be represented by the phrase. Give the groups ten to fifteen minutes to come up with the estimates and to record each on a paper slip.

2. Ask the groups to share their estimates with the class. Record the estimates on the board or overhead projector. You might ask other groups to make additional estimates. List the actual worldwide percentages from the table and then compute actual class numbers and discuss.

3. Ask students to discuss the importance of each statistic. For example, ask "What would be the effect on our class if only eight people could read?" or "Why is it important to control or own agricultural land?"

4. Wrap up this discussion by asking students the following questions:
   a. What statistics were most surprising?
   b. What were your feelings when the statistics were applied to our class? How would you feel if we really did represent the world? (How would you feel about your classmates' life chances being worse or better than yours?)
   c. Why do you think so many people are poor or hungry?

IF THIS CLASS REPRESENTED THE WORLD

HOW MANY STUDENTS WOULD	CLASS ESTIMATE	ACTUAL NUMBER FOR CLASS OF 30	ACTUAL PERCENTAGE WORLDWIDE
1. Live to age 74		2	6
2. Die before age 50		9	29
3. Live in a country with a per capita income less than $600/year		17	55
4. Be so malnourished that growth would be stunted		2	7
5. Suffer some nutritional deficiency		10	34
6. Know how to read		9	30
7. Never attend school		6	20
8. Go to college		0	1
9. Live in safe, sturdy homes		6	20
10. Have access to clean drinking water		15	50
11. Control 80% of the farmland		1	3
12. Be North American		2	6
13. Be Chinese		7	25
14. Be African		3	11

ACTIVITY 2: **EATING THE WAY THE WORLD EATS**

Students will share a meal or snack by dividing the food as it is divided in the real world. They will discuss ways of distributing food more fairly.

PURPOSE

Statistics about the inequalities of food distribution don't have the direct impact of actually receiving unequal portions. Using this activity in my ninth-grade class not only was an eye-opener for students but also allowed me to observe their feelings about justice and learn about their solutions to unfair food distribution.

Lesson 2, *Is Scarcity the Problem?*, contains background information for the teacher on the amount of food grown per person in the world. You may wish to use all or part of that lesson to follow this activity.

OBJECTIVES

- To become aware of global distribution of wealth and food
- To discuss feelings about the inequalities of food distribution
- To describe possible reasons for the unequal distribution
- To work as a group to devise ways to make the distribution fairer

MATERIALS

- Food for a meal or snack (see procedure for types and amounts)
- Paper slips of four different colors (I have listed green, blue, red, and white.)

TIME

Thirty minutes to one hour

VOCABULARY

economy, World Bank

PROCEDURE

Note: This is an activity where students can inadvertently hurt each other's feelings. Be aware if members of one group begin to tease others. In my experience, a brief discussion on why the teasing is occurring can bring out issues pertinent to the general discussion.

1. Prepare one slip of colored paper for each student as indicated below. These slips will be used to randomly divide students into categories to receive unequal portions of food.

CATEGORY	PERCENTAGE OF CLASS	NUMBER OF SLIPS FOR CLASS OF 30
A (Blue)	40	12
B (White)	30	9
C (Green)	20	6
D (Red)	10	3

Shuffle the paper slips.

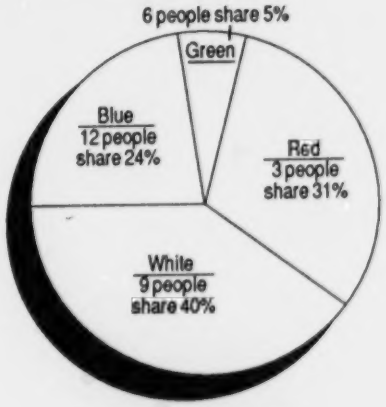
2. If you are meeting in an out-of-school or informal setting, you can put together food for an actual meal. For an after-school meeting with my high school class, I brought fruit, cookies, and food for sandwiches. For an in-class activity, I used peanuts. It is important to be aware of the eating needs and customs of students when choosing foods.

3. On the day of the activity, tell the students that they will be divided into income groups and will get different amounts of food based on their income. Each group will represent a percentage of people in the world.

4. Put the prepared colored paper slips into a hat. Ask each student to randomly pick a paper slip. Tell them this slip will determine how much food they will receive. Explain that this random choice leaves them with little control over how much food they will finally receive in the same way that people have little control over the economic situation into which they are born. You can discuss examples of how a person's initial economic level determines their access to food, jobs, land, etc. For example, a child born to a poor working family in a declining industrial city in the United States will probably have to go to schools lacking in staff and supplies, may face physical danger on the streets, and may find that there are no jobs available in his or her town.

5. Distribute food to students according to the chart *Distributing Food to Your Class* (next page). Instruct students not to eat their food immediately. You may wish to tell students the income group their color represents, as described on the chart.

You may also wish to show students a pie chart to illustrate income distribution worldwide and among their groups. The richest 10 percent (Red) receive 31 percent of the income, while the poorest 20 percent (Green) receive only 5 percent of the world's wealth.



Income Distribution

6. Ask for students' reactions to the distribution. What does it feel like to be a "green slip person"? a "red slip person"? What are some reasons food is not distributed equally in the world? Why are some so rich and others so poor?

DISTRIBUTING FOOD TO YOUR CLASS

COLOR OF SLIP	AMOUNT OF FOOD 1 SLIP BUYS		WHO THE SLIP REPRESENTS	HOW MUCH OF THE WORLD'S INCOME THIS GROUP GETS
	SNACK	MEAL		
Blue	4 peanuts	slice of bread	poor people 40% of world's people	24%
White	9 peanuts	sandwich	low to moderate incomes 30% of world's people	40%
Green	1½ peanuts	crust of bread	poorest 20% of world's people	5%
Red	21 peanuts	sandwich, apple, cookies, milk	richest 10% of world's people	31%

7. Discuss particular countries and regions only to illustrate the differences in wealth distribution. Avoid creating a rich world, poor world mind-set in which students think that the world is divided into well-fed and hungry countries. Be sure to point out that there is poverty and wealth in both rich and poor countries. In some countries, such as the United States, there are a few very rich persons, many middle-income persons, and a significant number of poor persons who often go hungry. In some countries, such as Sweden, although a small proportion are very wealthy, almost everyone lives at a middle-income level and virtually no one goes hungry. In some countries, such as India, most of the people are poor and almost half do not have an adequate diet. Nevertheless, there are a few rich people and a significant number who live middle-class lives. In other countries, such as the People's Republic of China, almost all of the people have low to middle incomes, but hardly anyone goes hungry.

8. Ask students if they are happy with the way their food is distributed or if they would like to change things. How could they go about changing the distribution? Help students make a decision about whether or not to change their situation. Let them try to decide how to make the distribution fairer. Ask the group to carry out any changes they agree on. How might a fairer distribution be an advantage to the community or society as a whole? Will everyone be happy with the new distribution? You might point out that in countries that have tried distributing income, land, or food more fairly, the wealthiest often complain the most.

ACTIVITY 3: **IMAGES OF HUNGER**

Students will use creative writing or artwork to express their personal feelings about hunger.

PURPOSE

This activity asks students to empathize with the people behind the statistics. It does not ask students to think of poverty and hunger only as a lack of certain material goods but encourages them to express the feelings that accompany hunger.

OBJECTIVES

- To become aware of the personal stories behind the statistics of hunger
- To gain empathy for hungry people and to express feelings about hunger
- To generate a list of words describing hunger

MATERIALS

- Student handout: *Images of Hunger*
- Paper
- Drawing supplies

TIME

One hour

VOCABULARY

empathy, unemployment, malnutrition, food stamps, injustice, plantation

PROCEDURE

Note: Some of your students may be from families that do not have enough to eat, so it is very important to assess this before doing this activity. I suggest omitting this activity if you think it could be painful to any of your students.

1. Distribute the student handout *Images of Hunger.* Ask students to read the images aloud or to themselves. Note: There are short films and videos listed in the resources section that you could also show your class if you have time. You can also ask students to close their eyes as you read the images aloud to them.

Help students visualize hunger on a personal level by having the students imagine themselves in the place of the hungry or poor person. How would they feel if they were the person in the description? What words would describe their feelings?

You may want to ask students to imagine their best friend in the place of the hungry person. To put oneself in the place of the hungry person may sometimes be too great a leap or too painful. It may cause defensive reactions.

2. Ask students to write a paragraph, poem, or song describing their feelings about one of the situations described. Or let them draw a picture portraying their feelings. Emphasize that student work will not be graded.

3. After the assignment is completed, set aside some time to allow students to discuss what they have written or drawn. Turning in papers can be optional. Encourage students to share their work if they wish.

4. As a wrap-up ask the group to generate a list of adjectives or other words describing how it feels to be hungry. This step can lead into activity 4, *The Web of Hunger*. Ask students to keep the list of descriptive words. As you proceed through the other lessons, try to relate these terms to the themes of those lessons.

IMAGES OF HUNGER

A teacher in a government-funded nursery school in Los Angeles describes how her school can no longer provide lunches because of budget cutbacks. Many of the children come from poor families that cannot afford to give their children bag lunches. "At lunchtime I see children flock to the parking lot outside. They fight over food out of the garbage cans." This occurs during a year of record farm harvests in the United States.

—Based on correspondence from Frances Moore Lappé to Sonja Williams, 1985

A twenty-seven-year-old father eats alone each day in Montgomery's Salvation Army facility. The father of four children, ages nine, five, four, and seven months, he left his family in Birmingham five months ago to look for work. Laid off from his steel mill job, he was forced to leave home once his unemployment checks stopped, so that his wife and children could be eligible for aid. He lives on the streets and sleeps wherever he can. Speaking of his family he says, "I miss them...I miss them a lot." (Tears trickled down his cheek as he stared into his empty plate.)..."I cried too many times to have many more tears...I write letters to them so they'll know I'm thinking about them."

—Based on Physician Task Force on Hunger in America, *Hunger in America: The Growing Epidemic* (Middletown, Conn.: Wesleyan University Press, 1985), 38

A landless laborer in Bangladesh describes his life. "Today I've gone to three villages looking for work. I found nothing. No work means no rice. Yesterday I couldn't find work, and I ate nothing all day. Even when I find work, I only earn two pounds of rice and some change for a day's work. Each day I ask myself, how will I live? How will my children live?"

—Based on Betsy Hartmann and James Boyce, *A Quiet Violence* (San Francisco: Food First Books, 1983)

A peasant in El Salvador describes the injustice of poverty. "I worked on the big plantation over there, from sunrise to sunset. I would have to feed the dogs bowls of meat or bowls of milk every morning, but I could never put those on the table for my own children. When my children were ill from malnutrition, they died with merely a nod of sympathy from the landlord. But when those dogs were ill, I had to take them to the veterinarian. Where is the justice in this world, when a dog is treated better than a child?"

—Quoted from *Witness to War: Dr. Charlie Clements* (New York: Skylight Pictures in Cooperation with the American Friends Service Committee, 1985), 16mm film

ACTIVITY 4: **THE WEB OF HUNGER**

Students will connect images, descriptions, and statistics on hunger by creating a web chart. They will use the chart to discuss causes of hunger.

PURPOSE

If students have completed the preceding activities, they have perhaps begun to think about hunger as a complex issue. They may have mentally begun to accumulate many descriptions, explanations, and events associated with hunger.

In activity 1, *If This Class Represented the World*, students looked at statistics on poverty, education, resources, life expectancy, land ownership, and so on. Activity 2, *Eating the Way the World Eats*, may have generated some very personal reactions to being without food. In activity 3, *Images of Hunger*, students may have listed adjectives such as poor, sad, ashamed, frustrated, or angry. This activity asks students to consider how all these ideas relate to each other. A good resource on the use of web charts is Joseph D. Novak and D. Bob Gowin's *Learning How to Learn* (Cambridge: Cambridge University Press, 1984).

OBJECTIVES

- To generate a list of terms associated with hunger and compile a chart to relate the terms to each other by drawing linking lines
- To analyze the web chart by defining relationships and determining which cross-links are observations and which are assumptions

MATERIALS

- Blackboard or butcher paper if you wish to save the web chart
- Labels and string (optional)

TIME

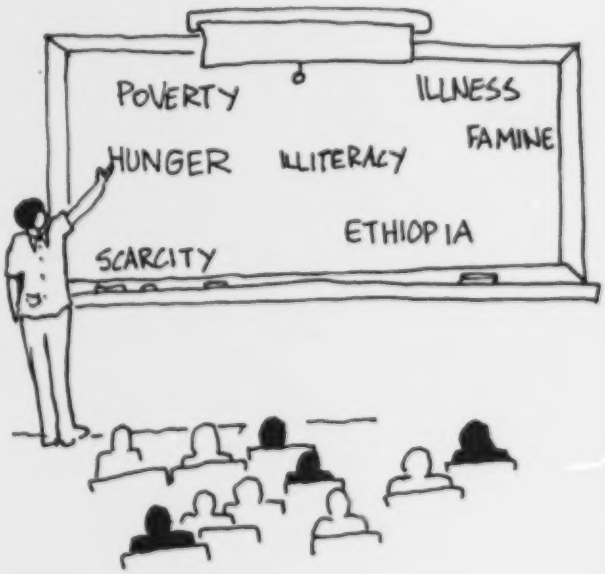
Thirty minutes to one hour

VOCABULARY

assumption, observation

PROCEDURE

1. Ask students to review their reactions to any of the preceding hunger awareness activities and to other situations in which they have learned about hunger. Have them list terms associated with hunger. On the blackboard or on butcher paper create a random display of the terms students suggest.



2. Once you have a fairly sizable list, ask students to discuss how these words relate to each other. You may wish to draw lines linking the words. For example, if a student relates hunger to illness, ask the student to describe the relationship. On your linking line, write out the student's description.

causes

hunger ←——————→ illness

Other students may point out that the arrow could go in the reverse direction; if a person is sick, that person can't work to earn money and may go hungry.

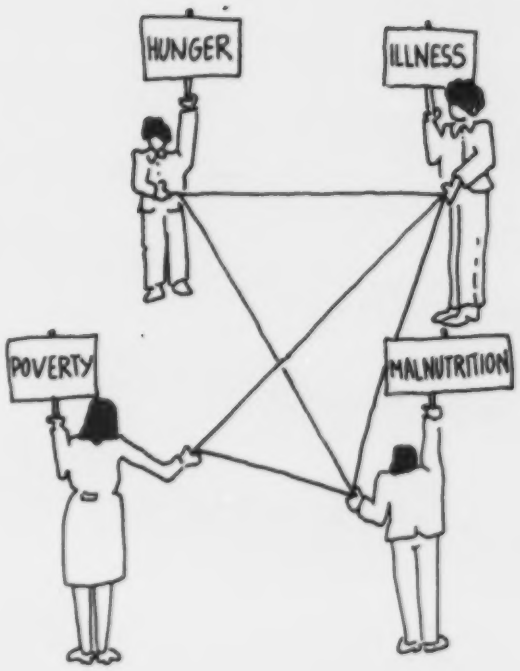
can cause

hunger ←——————→ illness

can cause

Discovering the cross-links is a real discussion stimulator.

I have also worked with my students to make a three-dimensional web by asking each student to be one of the terms. The students attach paper labels to themselves. They then use lengths of string or yarn to make connections between each other.



A Three-Dimensional Hunger Web

3. Discuss the idea that we make many assumptions about hunger and that the class as a group is going to investigate common assumptions about hunger during later lessons. An assumption, according to the *Random House Dictionary*, is something that one takes for granted or supposes. The students can arrive at their own definition of an assumption by listing the kinds of assumptions they've made, perhaps about peers, family decisions, or school. Ask whether anyone has ever made an incorrect assumption. What were the results of their incorrect assumption? What sorts of assumptions do we make about hunger and hungry people?

4. Discuss the difference between an observation and an assumption. An observation is based on actually seeing or experiencing a real event. Ask students to determine which cross-links on their chart are observations and which are assumptions about hunger. Create a list of statements about hunger that students have labeled as assumptions.

5. Ask how we can determine whether an assumption is true or false. Discuss methods for researching some of the assumptions. Future lessons will look at common assumptions about hunger.

ACTIVITY 5: **THE NEWS ABOUT HUNGER**

Students will analyze news stories related to hunger and place them in a notebook or on a bulletin board.

PURPOSE

Learning to research assumptions involves not only recognizing our own assumptions but also learning to see assumptions made in the media. This activity focuses on learning to be critical as we watch or read the news.

OBJECTIVES

- To collect news articles and analyze facts and assumptions
- To view and analyze television coverage of hunger
- To compile a scrapbook or bulletin board of hunger articles with student reviews

MATERIALS

- Newspapers and magazines (these may be obtained from recycling centers and library donations)

TIME

This activity can last from two weeks to several months. It should be used in conjunction with the future lessons in which students look at individual assumptions about hunger.

VOCABULARY

assumption, editorial, news, fact

PROCEDURE

1. Ask each student to find at least one article about hunger in a book, newspaper, or magazine and bring it to class at some point during the hunger unit.

2. You may also suggest that students observe television coverage of hunger. Ask them to jot notes as they watch evening news or documentary programs.

3. Ask that the student evaluate the article or program by asking these questions:

a. Is the article/story based on facts? How are the facts used?
b. Are there some hidden assumptions in the article/story? What are they? Do you agree?
c. Does the article/story suggest causes for hunger? What are they? Do you agree?
d. Does the article/story suggest ways to end hunger? What are they? Do you agree?

You may wish to make a copy of these questions and others you choose to hand out to students. Remember that students may not be able to answer all of the above questions, especially at the beginning of your hunger unit. Encourage students to save the articles or their notes and return to analyze them as they study other lessons. Perhaps at the end of a lesson you could ask students to bring in their articles and notes for a discussion. How does magazine and newspaper coverage compare with television coverage? What do students think is the best way to learn more about hunger? You could also refer to the articles at the end of your entire unit when discussing educating others about hunger.

4. An alternative approach is to ask students to compile the articles and review and assemble them into a notebook or on a bulletin board. Students can give a title to the collection and design a cover for the notebook or design a layout for their bulletin board. There may be some time at the end of some class periods during which they could work on this. You may find that some very interested students wish to come in after school or during free periods to work on this activity.

Remember, these clippings and notes can be saved and discussed or referred to later.

LESSON **2**

IS SCARCITY THE PROBLEM?

ACTIVITY 1 **DIET DIARY**
ACTIVITY 2 **HOW MUCH FOOD IS THERE?**
ACTIVITY 3 **WHERE DOES THE FOOD GO?**
ACTIVITY 4 **HUNGER IN THE MIDST OF PLENTY**

LESSON 2: **IS SCARCITY THE PROBLEM?**

COMMON ASSUMPTION: There is not enough food to feed everyone.

DESCRIPTION

Many people believe that scarcity is the cause of hunger. This lesson asks students to investigate the assumption that hunger persists because there is not enough food.

ACTIVITY 1

Diet Diary introduces the concepts of calories, proteins, and malnutrition by having the students examine their own diet and learn about the diets of people who do not get enough to eat.

ACTIVITY 2

How Much Food Is There? asks students to investigate whether there really is a shortage of food in the world and to think about why food is not getting to hungry people.

ACTIVITY 3

Where Does the Food Go? takes a deeper look at ways the global food system moves food away from areas where people are hungry, by studying the lives of some people who produce food. In this activity, students will use graphics, artwork, or writing to explain and understand why people who grow food go hungry.

ACTIVITY 4

Hunger in the Midst of Plenty introduces hunger in the United States through three stories about people who are hungry. Playwriting, peer teaching, and panel discussions are used to help students develop their ideas about why people in industrialized countries go hungry.

BACKGROUND FOR THE TEACHER

The world food supply is best described as abundant, not scarce. In the last twenty-five years, food production has grown at a rate 16 percent greater than population growth.[1] Farmers in many parts of the world are faced with declining prices due to crop surpluses.

1. Calculated from U.N. Food and Agriculture Organization, *FAO Production Yearbook* 1966, 1974, 1984 (Rome: FAO).

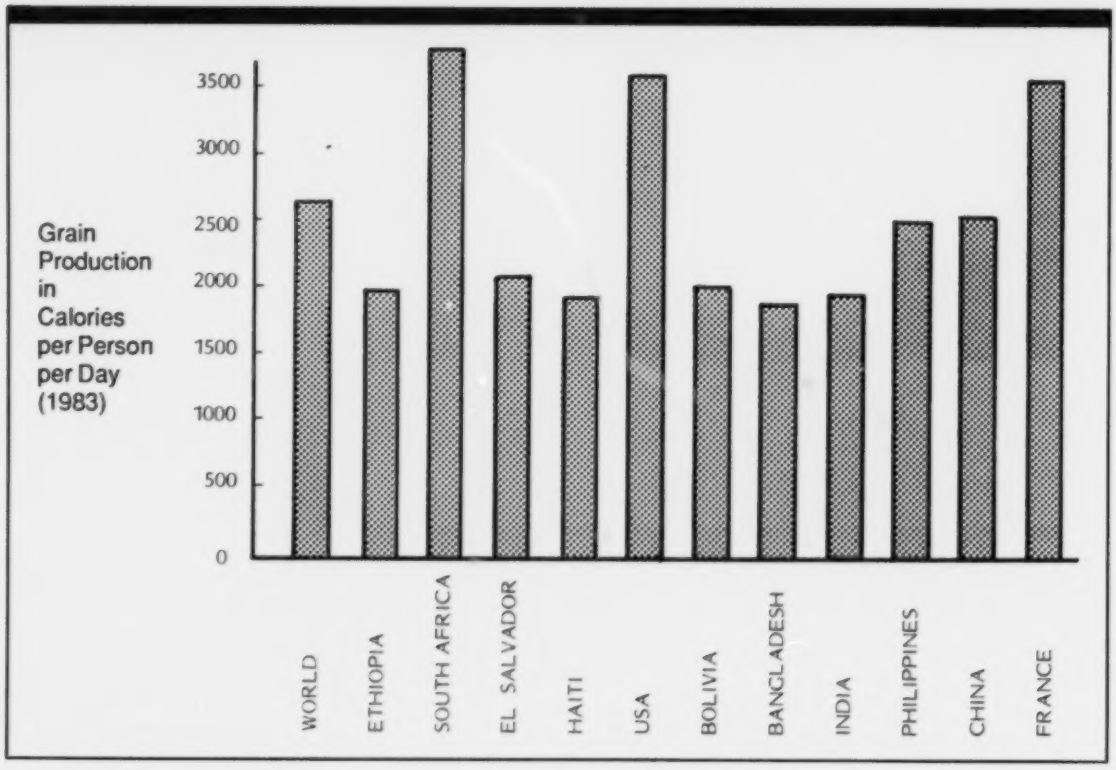
Food spoils while waiting to be sold for higher prices.

United Nations statistics show that enough grain is currently grown worldwide to provide every person on earth with 3,600 calories per day (adult average daily requirements fall between 2,000 and 2,700) and ample protein.[2] This does not even include the added calories and protein from the great variety of nongrain foods that are grown.

More startling, enough food is grown even in many countries where a high percentage of the population goes hungry. Bangladesh produces enough in grain alone to provide every person with about 2,000 calories each day.[3] With some of the world's most fertile agricultural soil, Bangladesh's potential production is much greater still. Yet the average daily intake of the poorest third of the population is only 1,500 calories per person, dangerously below what is needed for a healthy life.[4] Comparing food supply in eleven countries in 1983, we find that even in those countries regarded as hunger "basket cases" food production is not the reason why people are receiving less than 1,500 calories (see bar graph below).

Barraged by images of starving Africans, many people are surprised to learn that sub-Saharan African countries are actually net exporters of agricultural commodities. Ethiopia, the African country most associated with hunger, exported four times as much agricultural produce as it imported in 1983, according to the United Nations Food and Agriculture Organization (FAO).

The story is the same on other continents. In India, home of more hungry people than any



2. U.N. Food and Agriculture Organization, *Production Yearbook 1983*, vol. 37 (Rome: FAO, 1984), 105.
3. Ibid., 106.
4. U.N. Food and Agriculture Organization, *Fourth World Survey* (Rome: FAO, 1977), 127.

other country in the world, government officials worry about how to deal with more than 24 million tons of surplus grain—that's twice as much as all the food aid shipped in the world in 1985. Brazil is the world's second largest food exporter (after the United States), but it is estimated that 86 million Brazilians do not get enough to eat.[5]

While the World Bank estimates that over 700 million of the world's people are hungry, over 40 percent of the grain produced and 40 to 60 percent of the fish caught are fed to livestock.[6] Animals raised on this grain and fish rarely go to feed the hungry, who are too poor to buy meat. While beef production in Central America has leapt severalfold since 1960, beef consumption by local people has declined.[7] Additionally, large amounts of land and other resources in underdeveloped countries are used for producing coffee, cocoa, fruits, flowers, and luxury foods for a local minority who can afford them and for higher-paying consumers in industrialized countries. Poor farmers growing food for their families are forced onto infertile land or off the land altogether. The UN's *Fifth World Food Survey* (1985) points out that rural people, people who grow food, suffer greater malnutrition than urban people.

To understand that hunger is not caused by scarcity, we need only look at the United States itself. As many as 20 million Americans don't get enough to eat. More children live in poverty today than at any other time in U.S. history. The Physician Task Force on Hunger in America reports that between 1983 and 1984 there was a 65-percent increase in the use of emergency free-food programs—during the supposed economic recovery. Over half of the recipients were children.[8]

Who would say that people go hungry because of a shortage of food in the United States? Surely not U.S. farmers who, because of high production, cannot get good prices for their grain. Nor the U.S. government, which must store mountains of grain and enough surplus cheese, milk, and butter to provide every single American with almost fifty pounds.[9]

We cannot assume that people go hungry because there is not enough food in the world. Only by going beyond this myth of scarcity can we begin to understand the true causes of hunger.

QUESTIONS TO EXPLORE

1. How much food is produced in the world? Is there enough food to feed everyone?
2. If there is enough food, why doesn't it get to hungry people?
3. Are there hungry people in countries that produce large "surpluses" of food? What is it like to be hungry in a "rich" country?

5. "Brazil May Soon Take Heed of Its Have-Nots," *New York Times*, 4 May 1986; *A Fome na América Latina* (Rio de Janeiro: Instituto Brasileiro de Análises Sociais e Econômicas, 1985), 4.
6. Frances Moore Lappé, *Diet for a Small Planet* (New York: Ballantine, 1982), 89.
7. Billie DeWalt, "The Cattle Are Eating the Forest," *Bulletin of the Atomic Scientists* (January 1983), 18–23.
8. Physician Task Force on Hunger in America, *Hunger in America: The Growing Epidemic* (Middletown, Conn.: Wesleyan University Press, 1985), 17.
9. Editorial, *New York Times*, 11 September 1985.

ACTIVITY 1: **DIET DIARY**

Students will compile a list of their calorie and protein consumption for one day and can investigate the diets of three hungry families. They will also discuss the amount of grain used to feed livestock and compare the efficiency of eating a diet of grain-fed meat to eating a diet of plant materials. This activity fits very well in a nutrition unit. It is also best used with at least one other activity in this lesson to get across the idea that scarcity is not the cause of hunger.

OBJECTIVES

- To define calorie, protein, malnutrition, and undernutrition and to learn ingredients for a healthy diet
- To complete a *Diet Diary* handout listing all food consumed in one day
- To compare how individual diets meet some basic nutritional requirements
- To contrast the students' diets with the diets of hungry families
- To discover the hidden consumption that occurs when we eat meat and discuss how hidden consumption affects the world food supply
- To discuss ways our diets could be changed to become more efficient

MATERIALS

- Student handouts:
  Diet Diary
  Calories and Protein in Common Foods
  Other People's Diet Diaries
  The Case of the Disappearing Grain

TIME

Twenty minutes to give overnight assignment of diet record plus fifty minutes in class the following day

EVALUATION

Class discussion

VOCABULARY

calorie, hidden consumption, legumes, malnutrition, protein, recommended dietary allowance, undernutrition

PROCEDURE

1. Introduce the concepts of calories, protein, malnutrition, and undernutrition. If time is short in class, you can prepare a handout with definitions for the students.

Calories measure the energy we get from food. Energy is needed to maintain cells, to build new cells, to build muscles, and to allow the brain to function. Protein, fat, and carbohydrates all provide calories.

The average adult needs from 2,000 to 2,700 calories each day. This varies a great deal from person to person, depending on size, age, the amount of physical activity, the climate you live in, etc. If you are pregnant, work at hard physical labor, or are growing, your calorie needs are greater.

Protein is an important nutrient because it is used for building bone, muscle, skin, and other organs; regulating the body's chemistry; and fighting infection. Protein is concentrated in animal sources (meat, chicken, eggs, cheese, milk) as well as a variety of grains, beans, nuts, and seeds.

Malnutrition can result from too little food (undernutrition) or too much food (overnutrition or obesity). When we speak of people going hungry, we mean they are not getting sufficient food—particularly calories and proteins—for a healthy diet. They are undernourished.

Overnutrition, which results from too much food, also represents an unhealthy diet. A diet of hamburgers, french fries, soda, and sweets, for example, may be too high in fat and sugar and too low in vitamins and minerals. Diets high in fat can increase the risk of heart disease and diabetes. Because fat has more calories than carbohydrates or protein, a high-fat diet may contain more calories than a person can use and therefore cause people to gain weight. If there are students in the class with serious weight problems, you might omit the discussion of overnutrition (obesity) to avoid embarrassing them.

Diets that include lots of fresh fruits, vegetables, and whole grains are lower in fat (and therefore have fewer calories) and provide more nutrients for a healthy diet.

2. Explain to students that they will need to keep a record of their diet for one day. Give each student the handouts *Diet Diary* and *Calories and Protein in Common Foods.* Be aware of your students' food situations. A student might be embarrassed by this activity. Remind the students that the diary will not be turned in. No one will be forced to discuss his or her own diet.

3. Spend a few minutes showing students how to fill in the *Diet Diary.* Explain that they are to list *all* of the food that they consume during a twenty-four-hour period, including snacks and beverages. They should use the calorie and protein chart to estimate the number of calories and grams of protein contained in each food. Many foods are not included on the list, so ask students to estimate as closely as they can by comparing with listed foods. Good resources for more complete lists are:

- Jean Pennington and Helen Nichols Church, *Food Values of Portions Commonly Used* (Philadelphia: J. B. Lippincott Co., 1980).
- Nutrition Search, Inc., *Nutrition Almanac* (New York: McGraw-Hill, 1979).
- USDA, *Composition of Foods,* Handbook No. 8 (Washington, DC: U.S. Government Printing Office).
- USDA, *Nutritive Value of Foods,* Home and Garden Bulletin No. 72 (Washington, DC: U.S. Government Printing Office, 1971).

4. The next day, discuss the following points:

a. How many calories did they consume?
b. How much protein did they consume?
c. How did their diets compare with the recommended dietary allowances for calories and protein listed in the table of calorie and protein requirements?

Explain to students that the recommended dietary allowance (RDA) is not the minimum requirement for a nutrient, but the average amount needed to live a healthy, active life. Note that there are different requirements for men and women and for different age groups. You might explain that the RDA changes as nutritionists discover new information about nutrients.

5. To learn about the dietary intakes of hungry people, students can study the diets of three families in Colombia, the Philippines, and the United States. Pass out the handout *Other People's Diet Diaries* (p. 29), and ask students to read the descriptions of each family's food situation. What types of foods make up the diets of poor and hungry people? From

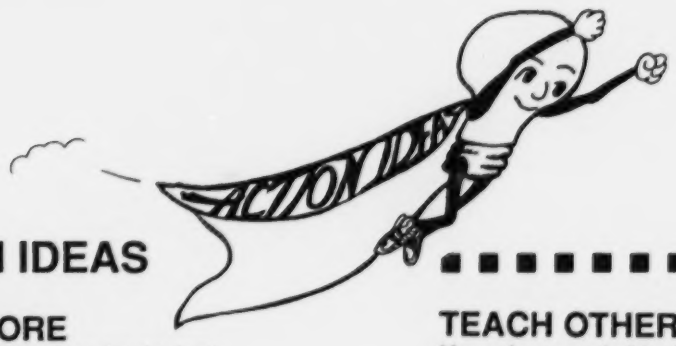
looking at their diets, can students tell whether families get enough energy? Why are the families unable to get enough food? Is it because food is scarce?

6. Give the students the handout *The Case of the Disappearing Grain* (p. 30). On the handout, look at the chart *Pounds of Grain to Make One Pound of Meat.* Point out that almost half the grain raised in the world is fed to animals. This is called hidden consumption because people only eat the animals and do not realize how much grain is fed to animals. Does this seem like the most efficient use of the world's resources? Why or why not?

Discuss different diets around the world. Look at the bar graph *Where Grain Goes.* Diets in other countries (France and China) are much less meat-centered than the U.S. diet. Can the students think of ways to make the U.S. diet more efficient as well as healthier? When I taught this lesson with international students, we discussed the advantages of traditional diets compared with fast-food diets. Traditional Latin American diets combine corn and beans in a manner that satisfies protein needs. Many oriental diets use rice and beans in a similar way.

7. Inform students that healthy diets can be made up of little or no meat by combining grains, legumes, and other foods to get the protein we need. If you wish to pursue this topic, the book *Diet for a Small Planet* is an excellent resource for you and your students.

8. Point out to students that while there are personal changes they might wish to make (such as cutting down their intake of meats or high-calorie junk foods), such changes in and of themselves will not end hunger. However, making choices based on knowledge of our bodies' real needs and the most efficient use of resources can be an empowering personal statement—a way of living closer to the world we want to be creating. (How, for example, might such choices be similar to—or different than—deciding not to smoke or not to drive a huge, fuel-guzzling car, even if you could afford it?) Activities 2–4 demonstrate that in most countries adequate food—or the potential to produce it—exists to feed everyone. But until people have access to land or jobs, no extra amount of food we "save" will end their hunger.



ACTION IDEAS

LEARN MORE

- *Community Nutrition* (periodical), Community Nutrition Institute
- *Diet for a Small Planet* (book), by Frances Moore Lappé
- *Nutrition Action* (periodical) and *Nutrition Scorecard* (poster), Center for Science in the Public Interest

TEACH OTHERS

Your class can hold a World Hunger Meal for other students. This can be based on the awareness activity called *Eating the Way the World Eats* (pp. 8–10). Students can design the publicity and coordinate a discussion on hunger in a world of food abundance.

ACTIVITY 1: **DIET DIARY**

List all foods and beverages you consume during a twenty-four-hour period. Use the table *Calories and Proteins in Common Foods* to compute the number of calories and grams of protein in each food.

FOOD EATEN	PORTION SIZE	CALORIES	PROTEIN (grams)
	TOTAL FOR DAY		

DAILY CALORIE AND PROTEIN REQUIREMENTS BY AGE AND SEX

		CALORIES	PROTEIN (grams)
MALES, age	11-14	2700	45
	15-18	2800	56
	19-22	2900	56
FEMALES, age	11-14	2200	46
	15-18	2100	46
	19-22	2100	44

SOURCE: *Recommended Dietary Allowances*, 9th ed., National Academy of Sciences, National Research Council, 1980.

CALORIES AND PROTEIN IN COMMON FOODS

FOOD	Calories	Protein (grams)
Fruits		
Apples, 1 medium	80	trace
Apple juice, canned, 1 cup		
sweetened	230	trace
unsweetened	100	trace
Apricots, canned, heavy syrup, 1 cup	220	2
Bananas, 1 medium	100	1
Cranberry juice cocktail, sweetened, 1 cup	165	trace
Grapefruit, 1 medium	50	1
Grapefruit juice, canned, 1 cup		
sweetened	135	1
unsweetened	100	1
Grape juice from concentrate, 1 cup	135	1
Lemonade from concentrate, 1 cup	105	trace
Oranges, 1 medium	65	1
Orange juice from concentrate, 1 cup	120	2
Peaches		
raw, 1 medium	40	1
canned, heavy syrup, 1 cup	200	1
dried, 1 cup	420	5
Pears		
raw, 1 medium	100	1
canned, heavy syrup, 1 cup	195	1
Pineapple		
raw, 1 cup	80	1
canned, heavy syrup, 1 slice	45	trace
Plums, 1 medium	30	trace
Raisins, 1 packet (1-1/2 tbsp)	40	trace
Watermelon, 4"x8" wedge	110	2
Grain Products		
Bagel, 3" diameter, 1	165	2
Biscuits, baking powder 2" diameter, 1	100	2
Breads, 1 slice		
cracked wheat	65	2
french, enriched flour	85	2
raisin, enriched flour	65	2
rye	60	2
white	70	2
whole-wheat	65	3
Breakfast cereals, 1 cup		
corn (hominy) grits	125	3
oatmeal	130	5
bran flakes	105	4
bran & raisins	145	4
corn flakes, plain	95	2
corn flakes, frosted	155	2
rice, puffed, plain	60	1
rice, puffed, frosted	115	1
Cakes, from mix, 1slice (1/16 of cake)		
angel food	135	3
coffeecake	230	5
devil's food	235	3
gingerbread	175	2
white	250	3
yellow	235	3
Cookies		
brownies, 1	90	5
chocolate chip, 4	200	2
fig bars, 4	200	2
oatmeal & raisin, 4	235	3
oreo, 4	200	2
Crackers, saltines, 4	50	1
Doughnuts, enriched, 1		
cake, plain	100	1
yeast-leavened, glazed	205	3
Macaroni, enriched, with cheese, 1 cup		
canned	230	9
home recipe	430	17
Muffins, enriched flour, 1		
bran	105	3
corn	125	3
Noodles, egg, enriched flour, 1 cup	200	7
Pancakes, enriched flour, 4" diameter, 1	60	2
Pies, 9" diameter, 1 slice (1/7 of pie)		
apple	345	3
banana cream	285	6
cherry	350	4
lemon meringue	305	4
peach	345	3
pumpkin	275	5
Pizza, cheese, 12" diameter, 1 slice (1/8 of pie)	145	6
Popcorn, 1 cup		
plain	25	1
with oil and salt	40	1
Pretzels, stick, 10 pretzels	10	trace
Rice, 1 cup		
instant, ready to serve	180	4
long grained	225	4
Rolls, enriched flour, 1		
brown and serve	85	2
hot dog/hamburger bun	120	3
hard	155	5
Spaghetti		
enriched, cooked, 1 cup	155	5
Spaghetti sauce with cheese		
canned, 1 cup	150	6
Legumes, Seeds, & Nuts		
Beans, dried, 1 cup		
red kidney	230	15

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FOOD	Calories	Protein (grams)
Peanuts, roasted in oil & salted, 1 cup	840	37
Peanut butter, 1 tbsp	95	4
Peas, split, 1 cup	230	16
Sunflower seeds, hulled, 1 cup	810	35
Sugars and Sweets		
Candy		
chocolate, milk, 1 oz.	145	2
fudge, plain, 1 oz.	115	1
Sugar		
white, 1 tbsp	45	0
Vegetables		
Beans, green, canned, 1 cup	30	2
Bean sprouts (mung), 1 cup		
raw	35	4
cooked	35	4
Beets, cooked, 1 cup	55	2
Broccoli, cooked, 1 stalk	45	6
Carrots		
raw, 1 medium	21	1
cooked, 1 cup	50	1
Corn		
ear, 5" long	70	2
canned, creamed, 1 cup	210	5
canned, whole, 1 cup	140	4
Lettuce, raw, 1/4 head	20	1
Mushrooms, raw, 1 cup	20	2
Potatoes		
baked, peeled, 1 medium	145	4
french fried, 10 fries	135	2
hash browns, 1 cup	345	3
mashed, fresh, 1 cup	135	4
mashed, dehydrated, 1 cup	150	4
Potato chips, 10 chips	115	1
Spinach, cooked, 1 cup	45	6
Tomatoes		
raw, 1 medium	25	1
canned solids, 1 cup	50	2
Tomato catsup, 1 tbsp	15	trace
Tomato juice, canned, 1 cup	45	2
Beverages		
Cola, 12 fl. oz.	145	0
Root beer, 12 fl. oz.	150	0
Milk Products		
Cheese		
cottage cheese, 1 cup	235	28
cheddar, 1 oz.	115	7
(American), 1 oz.	105	6
Cream, sour, 1 cup	495	7
Cream, whipped (pressurized), 1 cup	155	2
Cream, whipped (heavy), 1 cup	410	2
Milk, 1 cup		
whole	150	8
lowfat (2%)	120	8
nonfat (1%)	90	8
Milk beverages, 1 cup		
chocolate milk	210	8
eggnog	340	10
Milk desserts, 1 cup		
ice cream	270	5
ice milk (hard)	185	5
ice milk (soft serve)	225	8
Yogurt, 8 oz.		
fruit-flavored	230	10
plain	145	12
Eggs		
Egg, 1		
fried in butter	85	5
hard cooked	80	6
poached	80	6
scrambled, with milk	95	6
Meat Products		
Bacon, 2 pcs.	85	4
Beef		
ground, lean, 21% fat, 3 oz.	235	20
roast, 2 slices, 4"x2"x1/4"	37	17
steak, sirloin, 2-1/2"x2-1/2"x3/4"		
lean & fat	330	20
lean alone	115	18
corned beef, 3 oz.	185	22
corned beef hash, 1 cup	400	19
Chicken		
breast, fried	160	26
drumstick, fried	90	12
Ham, boiled, 1 oz.	65	5
Pork chop		
lean & fat, 2.7 oz.	305	19
lean alone, 2 oz.	150	17
Sausages		
bologna, 1 oz.	85	3
hot dog, 1	170	7
pork link, 1	60	2
salami, dry, 1/3 oz.	45	2
salami, lunch meat, 1 pc.	90	5
Fish Products		
Fish sticks, 1 stick	50	5
Tuna, canned in oil, drained	190	17

OTHER PEOPLE'S DIET DIARIES

A LANDLESS RURAL FAMILY IN THE PHILIPPINES

Farm work is the only source of income for this family. They also grow vegetables and keep a pig on their rented lot. Food takes up 60 percent of the family budget. Almost half of what the family eats is rice; other food includes vegetables, salt, milk, fish, and, rarely, meat. The average number of calories each person gets each day is 1,700.

—Based on U.N. Food and Agriculture Organization, *Fifth World Food Survey* (Rome: FAO, 1985)

Foods this family eats:

Calories:

A FAMILY IN TEXAS

Seventy-eight-year-old Mr. Alviso and his wife live with their five-year-old granddaughter. They once received food stamps for the child, but for reasons unknown to the family their help was cut off. Each day the old man sets out to collect bottles and cans which he will redeem at the local store to buy food. The little girl gets no milk at home. They could not remember when they last had fresh vegetables. The family never eats meat. Their daily diet is rice, beans, and potatoes.

—Based on Physician Task Force on Hunger in America, *Hunger in America: The Growing Epidemic* (Middletown, Conn.: Wesleyan University Press, 1985)

Foods this family eats:

Calories:

A POOR URBAN FAMILY IN COLOMBIA

The father is a construction worker and the mother is a maid for a wealthy family. The family spends 70 percent of its income on food, which they often have to buy on credit at a high-priced local store. The government food-stamp program has been canceled. The family eats very little meat; most of their diet consists of grains, sugar, potatoes, a starchy tuber called yuca, and some vegetables. Each family member gets about 1,400 calories each day.

—Based on *Fifth World Food Survey*

Foods this family eats:

Calories:

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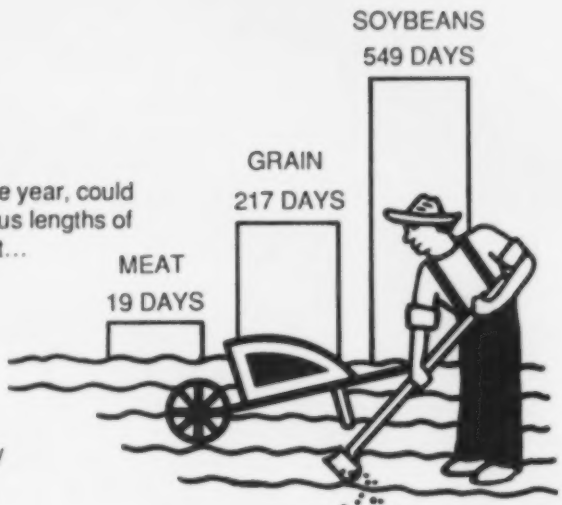
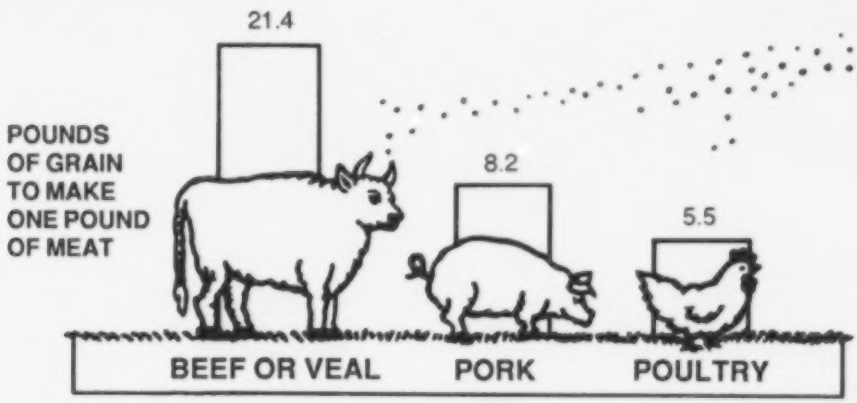
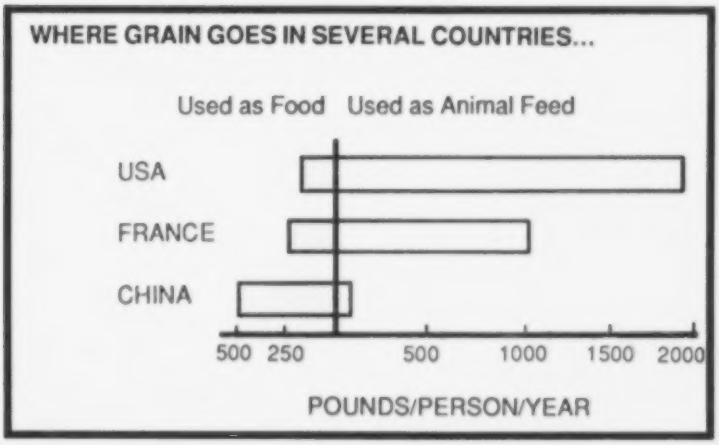
The Case of the Disappearing Grain

A quarter acre of land, farmed for one year, could provide food for one person for various lengths of time, depending on that person's diet...



To grow one pound of meat, we need to supply many more pounds of grain protein.





ACTIVITY 2: **HOW MUCH FOOD IS THERE?**

Students will use graphs and statistics to learn how much food is produced in various countries and how many people are hungry in those countries. They will discuss their ideas about why hunger and abundance can exist side by side.

OBJECTIVES

- To interpret graphs on world food production and hunger using math and analytical skills
- To analyze statistics about five countries where there is food available but hunger persists
- To gain confidence and critical thinking ability with graphs and other statistics

MATERIALS

- Student handouts:
  How Much Food Is There?
  Country cards (one card per group)
- World map (optional)
- Grain samples (optional, can be obtained by teacher at natural food stores or at feed stores)

TIME

Fifty minutes

EVALUATION

Study questions can be turned in.

VOCABULARY

calorie, export, food bank, food stamps, food supply, import, statistics

PROCEDURE

1. Tell students that the class will be studying statistics on food production and hunger to better understand whether food scarcity is the cause of hunger. Begin by asking students to come up with examples of statistics they have seen (about hunger or any other topic). Do they know the sources of those statistics? Do they ever wonder how those statistics were collected? What do they think when a speaker uses a lot of statistics? Do numbers confuse or do they help a person understand? Why are statistics sometimes confusing?

2. Divide the class into five groups. Each group will be studying one country's food situation.

3. Give each student a copy of the handout *How Much Food Is There?* This handout contains graphs for analysis and study questions about each group's country. You will need to explain what calories are if you haven't done activity 1 of this lesson.

4. Now distribute one country card to each group. The groups will need information on the country card to complete their worksheets. Ask students to complete their worksheets by working together.

The country cards contain information about food supply in each country as determined by the UN (expressed in calories and in "bowls" of grain). They also contain information on the extent of hunger in the country. Since most countries do not collect information on the percentage of their population that is malnourished, it is difficult to get this information. The *Is There Hunger?* section of each card uses statistics compiled from different sources. Finally, the cards contain some information on why people can't get food in each country. The countries represented were chosen for different reasons. Ethiopia was chosen because it is thought of as a hunger "basket case." Brazil is the largest and most populous country in South America. The Philippines have been in the news and students have at least some familiarity with that country. South Africa is a highly industrialized country that forces the majority of its people to live in underdeveloped conditions. Finally, the United States is used because it is familiar to the students.

5. After students have completed their handout *How Much Food Is There?*, wrap up by discussing the questions. Make sure to spend some time discussing what students think happens to the food that doesn't reach the hungry in each country. You might want to list all countries on the board with points brought out in discussion.

Point out to students that even at the worst point of the Ethiopian famine, food was available in stores for people who could pay for it. Try to get students' reactions to this and their suggestions for changing the situation. Do students have any ideas about why high food production and high levels of hunger can exist side by side? (Activity 3 addresses this issue.)

ACTION IDEAS

LEARN MORE

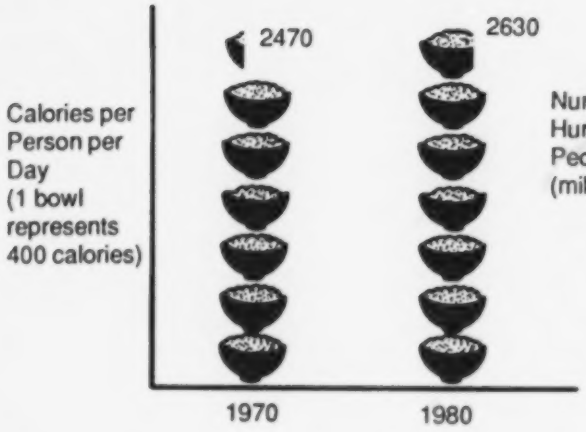
- *The Challenge to End Hunger* (slideshow, filmstrip, or video), Food First
- *Four Myths of Hunger: An Evening with Frances Moore Lappé and Joseph Collins* (video), Food First
- *Habanaae: The Animal of Friendship* (filmstrip), Oxfam America
- *Hunger Hotline Revisited: Global Food Crisis* (film), Church World Service
- *New Internationalist* (periodical)
- Oxfam America (organization)

WRITE LETTERS

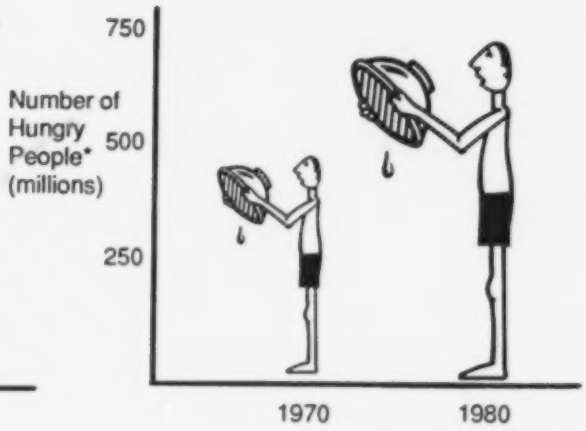
Food stamp and government nutrition programs are vital to many people in the United States. Students can write to members of Congress to express concern about these programs, which are frequent targets of budget-cutting measures.

HOW MUCH FOOD IS THERE?

WORLD FOOD SUPPLY PER PERSON (In Calories)



NUMBER OF PEOPLE WHO DO NOT GET ENOUGH FOOD FOR AN ACTIVE WORKING LIFE (In Millions)



* people receiving less than 90% recommended calories each day

STUDY QUESTIONS

1. How did food production change between 1970 and 1980?
2. How did the number of hungry people change between 1970 and 1980?
3. Do you think there is a worldwide scarcity of food? Why or why not?
4. From your group's country card, answer the following questions:

   Country studied _____

   How much food is there per person? _____

   Are there hungry people in this country? How do you know? _____

   _____

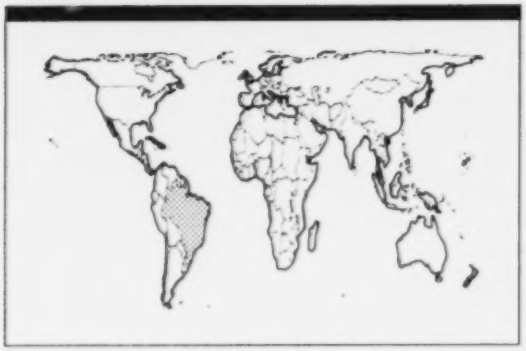
   _____

   Why can't hungry people in the country you studied get food? _____

   _____

   _____

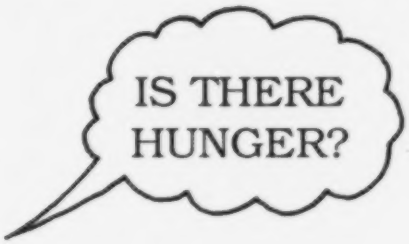
COUNTRY CARD:



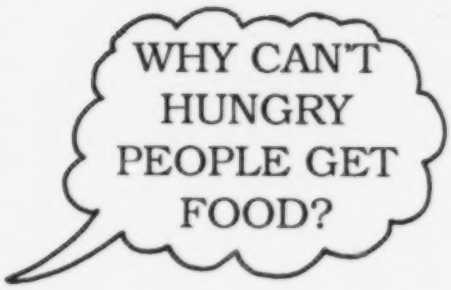
BRAZIL

AVERAGE FOOD SUPPLY:
How much food is currently produced for each person each day?

2623 calories
(Each bowl is 400 calories)

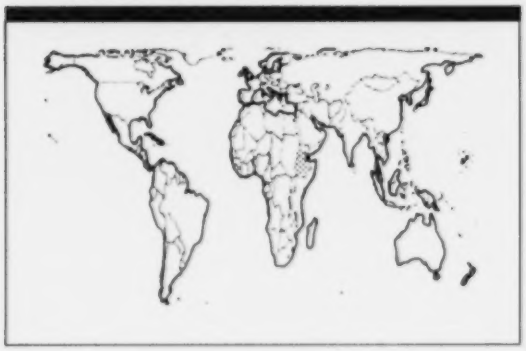


- In Northeastern Brazil, 22% of the rural children show long-term malnutrition.
- It is estimated that 86 million Brazilians (out of about 130 million) do not get enough to eat.



- Brazil is the second largest exporter of food in the world.
- The poorest 20% of the people get only 2% of the income.

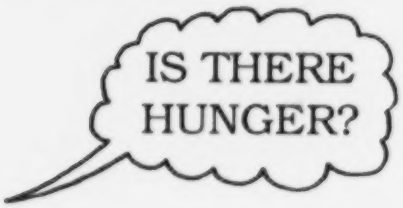
COUNTRY CARD:

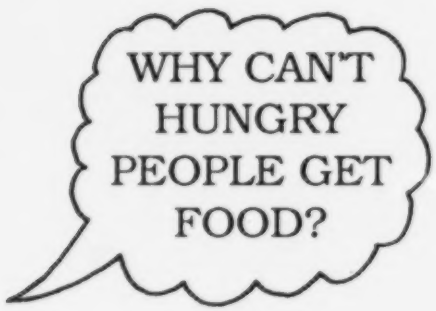


ETHIOPIA

AVERAGE FOOD SUPPLY:
How much food is currently produced for each person each day?

2162 calories
(Each bowl is 400 calories)





- Average life expectancy is 44 years (75 in the U.S.).
- The U.N. estimated in 1977 that 4 out of 10 people received below starvation levels of food (less than 1500 calories).
- In 1983, Ethiopia exported almost 4 times as much food as it imported.
- The government keeps grain prices paid to farmers very low in order to keep food prices cheap for urban dwellers, who are more likely to riot if unable to buy food. The rural people, scattered and unorganized, sink deeper into poverty.
- 1.5 million people have been removed from their homes (and ability to grow food) by war.

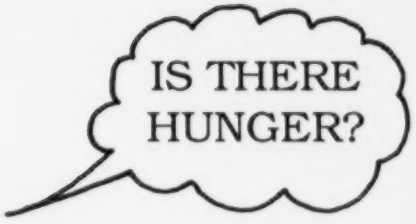
COUNTRY CARD:

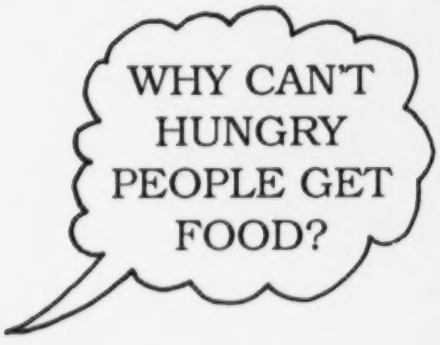
THE PHILIPPINES

AVERAGE FOOD SUPPLY:
How much food is currently produced for each person each day?

2393 calories

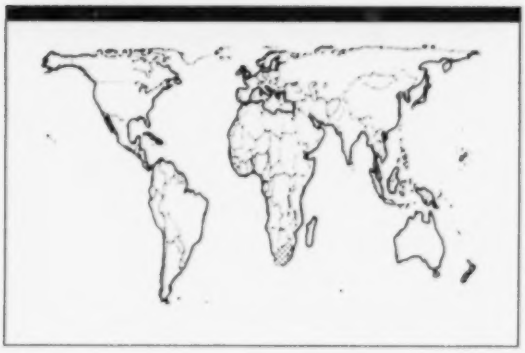
(Each bowl is 400 calories)





- 1000 children die of malnutrition and infectious diseases each day. When people's ability to fight disease is reduced by poor nutrition, even measles can kill them.
- 40,000 tons of rice were exported in 1983.
- Plantation workers (much of the rural population) earn $1–2 each day and must pay taxes on that.
- The richest 20% of the people get 54% of the income; the poorest 20% get 5% of the income.

COUNTRY CARD:



SOUTH AFRICA

AVERAGE FOOD SUPPLY:
How much food is currently produced for each person each day?

2840 calories

(Each bowl is 400 calories)

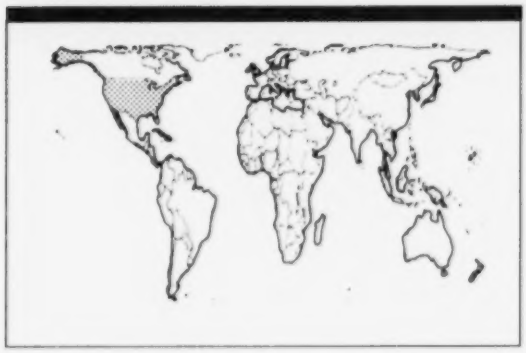
IS THERE HUNGER?

- 50,000 black children starve every year.
- One out of three black children is malnourished.

WHY CAN'T HUNGRY PEOPLE GET FOOD?

- Blacks make up over 70% of the population, but they can only live on 13% of the land (the least productive land).
- The average black worker makes $248/month; the average white worker makes $1,024/month.

COUNTRY CARD:

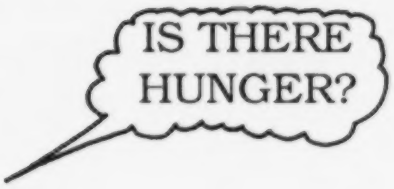


USA

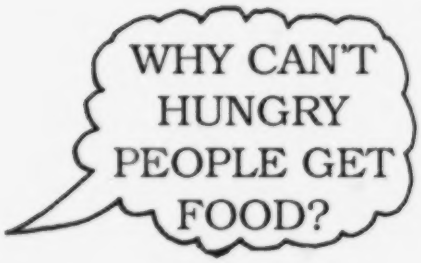
AVERAGE FOOD SUPPLY:
How much food is currently produced for each person each day?

3616 calories

(Each bowl is 400 calories)



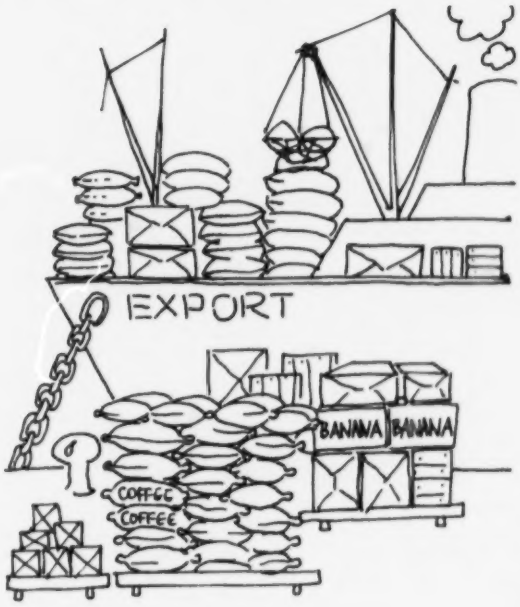
- Being poor often means being hungry. 5 million more Americans lived in poverty in 1984 than in 1980.
- The health of 1 out of 5 children under 6 years old is endangered by hunger.
- Up to 20 million people (out of 240 million) have to go hungry at least once every month.



- Cuts in human service programs (such as Aid to Families with Dependent Children, unemployment compensation, food stamps, and child nutrition) from 1982 to 1985 were $110 billion.
- Surplus food sits in storage, waiting for prices to go up. Enough food is stored to give everyone in the U.S. 50 pounds of dairy products.

ACTIVITY 3: **WHERE DOES THE FOOD GO?**

Students will read several short handouts about ways that the global food system allows people to go hungry when food warehouses are full. They will then draw, write, or talk about how certain aspects of food distribution affect people's lives in different parts of the world.



OBJECTIVES

- To investigate where some foods are grown and where they are consumed
- To explore why people who grow food often do not have access to the food they grow or control over the land on which it is grown
- To express thoughts and feelings about the global food system through artwork, graphics, or writing

MATERIALS

- Student handouts:
  Where Our Food Comes From (map)
  The Human Cost of Bananas
  Cows for Fast Food
  A Day in the Life of a Blueberry Picker
- Large world map
- Paper, markers, paints

TIME

Fifty minutes for readings and discussion. May require additional out-of-class time for completion of individual or group projects.

EVALUATION

Pictures, poems, songs, or stories can be turned in.

VOCABULARY

consumer, producer

PROCEDURE

1. Since this activity involves learning about people who grow the food we eat, it is important to emphasize the global nature of the food system. Distribute the map *Where Our Food Comes From* and discuss the origins of several food products. You might ask students to make a list of foods and guess where they come from, or you can examine a school lunch or other meal and determine where the foods are grown. Where is the wheat in the bread grown? Where is the meat raised? If students are unsure, they can be assigned to investigate where foods originate. This can involve label reading at the grocery store and library work.

2. Each student should read one of the three stories, *The Human Cost of Bananas, Cows for Fast Food,* or *A Day in the Life of a Blueberry Picker.* Distribute these handouts accordingly and point out the location of each story on a world map.

3. Allow time for students to read in class or assign the handout overnight.

4. After the students have completed their reading, each student or group of students can complete a project from the following:

a. Draw a map or flow chart to illustrate the fate of the food the farmer grows or how that farmer's life relates to the rest of the world (as gathered from the reading). This technique for helping people better understand social and economic systems is described in the book *Ah-hah! A New Approach to Popular Education*, by GATT-Fly.
b. Draw a picture portraying the life of the person in the reading.
c. Write a poem, song, or story about the life of the person in their reading.

5. After students have finished their projects, ask them to share their pieces with the class. You can save space on a bulletin board in the classroom or even arrange for a schoolwide display of the students' work.

6. Wrap up this activity by discussing the following questions:

a. Why are these people, who are producers of food, unable to eat that food?
b. What are some concrete actions that would end hunger for the people in the readings?

ACTION IDEAS

LEARN MORE

- *Agribusiness Goes Bananas* (slide show), Center for Rural Studies
- *Agribusiness in the Americas* (book), by Roger Burbach and Patricia Flynn
- *The Business of Hunger* (video), Maryknoll Films
- Farm Labor Organizing Committee (organization)
- *Guess Who's Coming to Breakfast* (filmstrip), Packard Manse Media
- *In the Rainforest* (book), by Catherine Caulfield
- Rainforest Action Network (organization)
- United Farm Workers (organization)

WRITE LETTERS

Students can protest poor working conditions for farm workers by writing to the president of the company responsible (addresses of such companies are available from the United Farm Workers or the Farm Labor Organizing Committee) or by writing to government officials. The U.S. Secretary of Health and Human Services (200 Independence Avenue SW, Washington, DC 20201) is responsible for enforcing laws regarding field safety and health conditions. The U.S. Secretary of Agriculture (14th & Independence Avenues SW, Washington, DC 20250) is responsible for enforcing agriculture-related policies.

JOIN OTHERS

Consumer boycotts are often organized against companies that force employees to work for little money or in horrible conditions. Students can join boycotts or organize their own.

- *National Boycott News* (periodical)

WHERE OUR FOOD COMES FROM

Based on the World Map by Arno Peters, published by Friendship Press, New York.

THE HUMAN COST OF BANANAS

Anselmo Paga is a sixty-seven-year-old Filipino farmer. He lives with his wife and five children, all but one of whom work on the banana plantation. Here he tells what happened to him and his family when the banana plantations were started by Del Monte and Dole.

"After the war, we became tenants of Beldua [a local landowner]. Our crops were corn and fiber. I was tilling a three-acre plot, but not in this area. It was somewhere near the present banana-packing plant.

"When the company started here, we did not know what to do. We were living on that land that is now full of bananas. We were just told to leave. Three weeks later they bulldozed our crops and the posts of our houses. So what could we do?

"They paid us only a few hundred pesos. For my three acres of crops, they gave me 300 pesos [about $20]. Others got even less. Some did not get anything.

"Most of the landowners like Beldua and Umangkog became banana growers. But the land is not really theirs anymore because they have so much debt to the company.

"Nowadays you can barely count on your fingers those who remained farmers. Everybody seems to be working for the company. If I can help it, I will never work for the company. So I grow a little bit of corn on this land. Life is really hard today, even for the workers. Even on Sundays people are working. They have to earn.

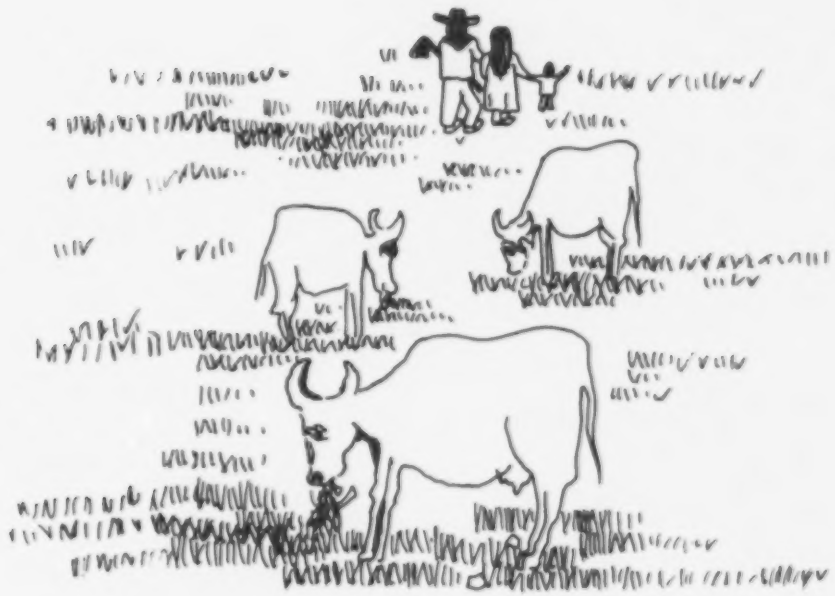
"Our life was better before. Today all the workers have their masters. They cannot stop their work to rest, even for a moment, because if they do they will be kicked out."

—Based on ICL Research Team, *The Human Cost of Bananas* (Manila: ICL, 1979)

VOCABULARY

peso, plantation, tenant

COWS FOR FAST FOOD



Carlos Castillo and his family moved onto their small plot of land in central Honduras because the landlord offered to rent it to them at a reasonable price. Their first job was to cut down the forest, then to torch the fallen trees. After that, they could plant food crops of corn, beans, and vegetables and a cash crop of chile peppers to sell at the local market.

In the rental agreement, Carlos agreed to plant pasture grass between the rows of his crops. He also agreed to vacate the land once the pasture grass took hold. Because Carlos cannot read, the agreement was explained to him at his first meeting with the landlord. He did not like the arrangement but had little choice. Where else would he find land to rent?

When the Castillo family has done the hard labor of clearing and preparing the land, they will have to move on. The land will be converted to pasture for cattle. The meat from these cattle will not be eaten by Hondurans, but it will be exported to the United States for use in fast-food restaurants.

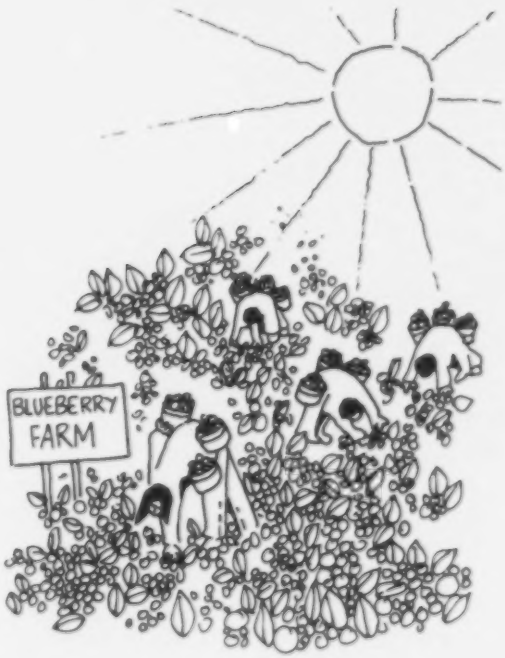
Since 1960, Honduras has recorded a decline in the growth of food crops. At the same time, production of export crops such as cotton, coffee, and sugar has increased. In 1957, no beef was exported from Honduras. In 1978, 60 percent of the beef grown in Honduras was exported. The demand for land to raise even more beef pushes Carlos and his family farther into the forest every year.

—Based on Billie DeWalt, "The Cattle Are Eating the Forest," *Bulletin of the Atomic Scientists* 39, January 1983

VOCABULARY

cash crop, export

A DAY IN THE LIFE OF A BLUEBERRY PICKER



"During the summer, some 3,000 of us leave Philadelphia to work in the farms of New Jersey. Half of us are Puerto Ricans, the rest black, and some are white. About 5 a.m. the buses begin to come around. The crew leader or one of his flunkies says, 'Come on, I have good blueberries, and we pay $1.20.' They pay for blueberries by the carrier, which holds twelve pints.

"A regular worker picks an average of thirteen carriers when the blueberries are good and four when they are not. So when we have a good day we make $16, and when we have a bad day we make $5.

"When the driver has finally filled his bus, we leave for the farms in New Jersey. By now it is 6 a.m. In the bus some of us sleep or talk. The bus, an old thing that is falling apart, is going like a jet.

"I look out and see the big houses with swimming pools and the other blueberry buses racing one another so they can get the best places in the fields. I think of the dilapidated house in Philadelphia where I live. How much money must the owners of these big houses have! I'm sure they don't even know the blueberry pickers exist. They only know that vegetables and fruits arrive at their table through the wonders of the supermarket.

"We arrive at Hamonton. It is 7:15. We tie the cans to our waists and pick a couple of carriers. The farmer says we have to wait until they dry a little. At 8:00 they are dry, and we get to it.

"The sun is hot and it is 12:00. The people are hungry and thirsty and buy beer, soda, and lunch from the Quick Lunch brought in by the crew leader. He charges double what it costs in the store. It is easy to spend here in the field what we earn with a lot of sweat.

"Suddenly, we hear a shout, 'Children under twelve, the inspectors are coming.' They tell the farmer he needs another bathroom because the one he has us using is flooded. The farmer protests that it costs too much. His son passes on a new motorcycle while this is going on. I think to myself, will a bathroom cost more than a motorcycle? The cops [inspectors] leave and the children keep working.

"In the store in Philadelphia, I saw the blueberries for 60 cents a pint. Over here we melt in the sun to earn 10 cents a pint. There are 350 berry pickers working. With one week of our sweat, the farmer and the others can buy a house with a backyard and a pool."

—Based on a story from *Palante*, reprinted in Anthony Dunbar and Linda Kravitz, *Hard Traveling* (Cambridge, Mass.: Ballinger Publishing, 1976)

VOCABULARY

carrier, dilapidated, flunkie

ACTIVITY 4: **HUNGER IN THE MIDST OF PLENTY**

Students will read three portraits of hunger in the United States and then develop a lesson, group discussion, or play about their reading. Realizing that hunger exists in one's own community makes activists out of many people who feel helpless to do anything about global problems.

OBJECTIVES

- To see hungry people as real people, not just as statistics
- To analyze why hunger exists in the United States and discuss ways to help eliminate it
- To present ideas through a group discussion, a peer-teaching exercise, or a play

MATERIALS

- Student Handouts:
  Bread and Gravy for Supper Again
  I Eat Mostly Soup
  A Visit to the Delta

TIME

One hour of class time for preparation plus one hour for presentations. Allow an extra half hour if readings are done in class.

EVALUATION

Three formats are suggested for the students' projects. Evaluation depends on the type of project but would mostly be based on participation. Study questions can be turned in.

VOCABULARY

scarcity, surplus food

PROCEDURE

1. Ask students if they think there is a scarcity of food in the United States. Why or why not? You can use statistics from activity 2 to show the surplus of calories. Ask if there are hungry people in the United States. Who are they? Why are they hungry? Tell students that they will be reading the stories of hungry people who could be their neighbors.

2. Divide the class into three groups. Distribute student handouts to each group. Have each student read their group's story.

3. Ask each group to prepare a presentation about people described in their handout. Three possible formats for student presentations are given below. Each of the groups could split up and try more than one of the formats.

Group Discussion. Ask the students to make up questions about the handout they have been assigned. Each student can be asked to write three questions and share one with the class in a group discussion. The

discussion, rather than being answer-centered, can focus on the process of searching for answers to questions from the reading. For example, a question based on the West Virginia article might be "What is surplus food?" or "Why is there so much unemployment?" These questions are not easy to answer and should not be treated as though they are. Group discussion can focus on the information students may have from their experiences and on ideas about where to find answers that seem elusive.

Co-teaching. Ask the students to teach the information in their handout to the other groups, explaining the content and message of the handout they read. Co-teaching can be very successful among high school students since it is very interactive. The method stresses cooperation within groups, decision-making skills, and reading comprehension.

Instruct students to use any method or teaching style they prefer to communicate what they feel is the major point of their reading and what they feel is a lesson contained in the reading. The group may wish to use a lecture format (delegating a single spokesperson to address the rest of the class), a panel presentation, a pretest, or a group discussion. Let them decide. Emphasize that they are not expected to have polished presentations or to explain everything. Suggest that they prepare their own handouts for the other students, and offer to help reproduce the handouts.

Role-playing. The handouts give stories and situations of people who are hungry in the midst of plenty. Ask the students to consider the situations in their handouts (or the additional role-playing suggestions in procedure step 4) and to think about how they would feel as one of the people in the situation, how other people might regard them, and what they might do about the situation. Then ask the students to develop an ad-lib play to act out some of their feelings. They can assign as many roles as they feel are necessary and formulate personalities and words for each character. If the group is less demonstrative, perhaps they can express their ideas through writing a skit or play. Remind students to develop a central idea they want their production to convey.

3. Allow time in class for group presentations.

4. You might want to add some additional role-playing presentations to the activity. Here are some suggestions.

a. It is the end of the month, and all one person can buy for a family of three is navy beans and bread, while the person ahead of him or her in the grocery line has an entire cart full of meat, fruit, and gourmet foods.
b. A family discovers that their elderly neighbor is severely undernourished because he is eating a meal only every two days.
c. A government official makes the announcement that there is no scientific evidence of hunger in the United States. This is watched on television by poor families eating at a soup kitchen run by a local church.

5. After the student presentations, it is good to have a short wrap-up discussion. Several discussion questions are listed below. You can also ask the students to turn in the questions at the bottom of their handouts.

a. Is there a lack of food in the United States? How do you know?
b. Who is hungry in the United States? Is hunger more common among certain social, racial, age, or employment groups? (Ask students to refer to their readings or personal observations.)
c. What are some of the consequences or results of hunger for people in the articles? What does it feel like to be hungry?
d. Are there programs to end hunger in the United States? What are some examples? Are they long-term solutions? (Contact local social service agencies for information on the programs available to people in your area.)

ACTION IDEAS

LEARN MORE

- Community for Creative Nonviolence (organization)
- *Everyone, Everywhere* (film), Franciscan Communications
- Food Research and Action Center (organization)
- *Poverty in the American Dream: Women and Children First* (book), by Barbara Ehrenreich, et al.
- *Starving in the Shadow of Plenty* (book), by Loretta Schwartz-Nobel

TEACH OTHERS

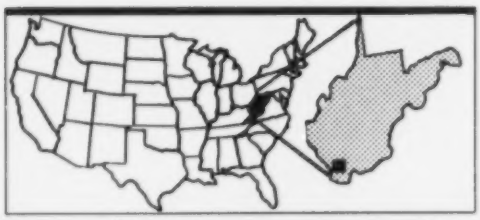
Students can view a film, videotape, or slide show on hunger or homelessness and then arrange a showing for other students after school.

JOIN OTHERS

Students can volunteer at local soup kitchens, shelters for the homeless, senior citizens' centers, daycare centers, or food banks. They can raise funds to support these centers. Social service agencies, mental health agencies, and religious organizations provide the best leads for these volunteer opportunities.

Surplus government food is often distributed free of charge to needy people in many areas of the United States. Unfortunately, the locations for distribution are frequently not well publicized. Your students can investigate and then publicize food distribution locations. The information can be posted in the centers where students volunteer.

BREAD AND GRAVY FOR SUPPER AGAIN



Branchland, West Virginia. Like thousands of other poor kids across the country, Jerry and Betty Elkins' three children know all too well what it's like to sit down to meager meals.

"We usually have bread and gravy the last few days of the month," twenty-seven-year-old Jerry Elkins says while waiting for a handout of federal surplus food at nearby Guyan Valley High School. "This cheese and butter will really come in handy at our house."

"I just can't find work anywhere, not even odd jobs," he says. "We're living on welfare, and just barely getting by. And things really get tough at the end of the month, when the food stamps are used up."

In August President Reagan said he was perplexed by reports of widespread hunger in America. Reagan, who announced he was appointing a task force to study the problem, said he couldn't understand how there could be so many hungry people in such an affluent nation.

Betty Elkins, a thin, dark-haired woman, hadn't heard of the president's task force but says she is well informed about its subject.

"I couldn't tell you how many times we've made a meal on bread and water gravy," she says. "The kids don't complain, though, and I tell them, at least we're not starving. Why I'd sell everything in the house before I'd let them starve."

The Elkins family lives in a rickety, rented frame house near this rural southern West Virginia community. The father says soup, beans, bread, and gravy have become an end-of-the-month staple since he lost his sawmill job thirty months ago.

"Sometimes, though, I can get a little advance on my bill at the store," he says. "Then we buy some eggs or something."

Nancy Amidei, director of the Food Research Action Center in Washington, D.C., has heard many such hard-luck tales. She says the country is teeming with hungry children.

"One quarter of all the kids in the country are members of poverty-level families," she says. "And while there's no nationwide, scientific survey, the poverty count, by definition, is a good indicator of the hunger count.

"The number of poor people in this country has been rising for the past three years and it's now at its highest rate since 1965," she says. "We're even beginning to get reports about urban, inner city children who are being hospitalized three and four months after their birth, weighing less than they did when they were born."

In McDowell County, located in the southern West Virginia coal fields where more than 30 percent of the work force is unemployed, school officials say hunger is a way of life for many children.

"Very definitely, there are hungry children in this county," says Frances Whitten, who administers the county's school lunch and breakfast programs.

"I feel that for many of these children, the largest part of their diet is what they get to eat at school. I base this partly on my own observations and what I hear from the school cooks, who tell me how hungry the children are on Mondays."

Whitten says she did a survey several years ago and found that summer weight loss was not uncommon among the children who participate in the school feeding programs.

"We had one pupil who had lost twenty pounds over the summer," she says. "He attended a school that provided only free milk."

Ilene Welly heads the Mountaineer Food Bank, which stocks twenty-two emergency food pantries across West Virginia. She says Reagan administration cutbacks in the food stamp and school lunch programs have worsened the plight of the nation's hungry kids.

"I don't know who's kidding whom," she says. "Everybody keeps saying there's no hunger, but in West Virginia there's a staggering demand for food, especially in the southern coal field counties where so many people are out of work."

Amidei says 3 million fewer children are being fed in the school meal programs than in 1972. The Elkins' two school-age children do qualify, however, and their parents say this means they will be better fed this winter than they were during the summer.

—Adapted from Strat Douthat, "West Virginia Family Knows Hunger All Too Well," AP Newsfeatures, November 13, 1983

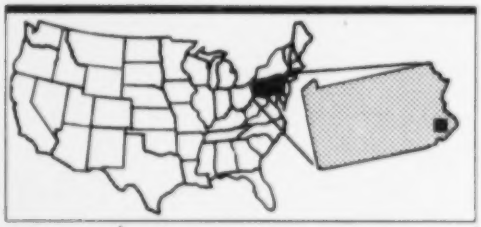
VOCABULARY

food bank, staple, surplus food, task force

THINGS TO THINK ABOUT

1. Why is the Elkins family hungry?
2. How can government officials not see that there is hunger in the United States?
3. Can you think of reasons why the number of poor people is increasing?
4. Why are food programs cut?
5. Why are many people unable to use the services of food banks, such as the one mentioned in the article?
6. What are your ideas for improving this situation?

I EAT MOSTLY SOUP



Theresa Skolnick is an elderly woman who lives in Philadelphia. The author of this account visited her at her home, not far from one of the wealthiest neighborhoods in the city.

I look around at the once beautiful sitting room with its two matching fireplaces and cut-glass chandelier made for five bulbs—only one bulb was being used. She read my thoughts. "I try to keep the cost of electricity down so that I can stay here and not lose my house. For thirty years, I've had this house. You can see that this was a beautiful house once, but now I can't afford to keep it up or to repair it or even light it.

"It's been getting worse and worse ever since my husband died. You know," she went on, being drawn back into the past, "I always wanted to die before he died. On the twenty-fifth of March, one day after my birthday, I had gone to the store and was waiting for the bus. All of a sudden, at Eighth and Market, surrounded by people, I had an overwhelming feeling—that I was in the world all alone. I felt cold and I felt dark, I mean dark inside, and I stood there and I thought, my God, what's wrong with me? When I got home, the police were there waiting. They told me my husband had just died. We had been married for fifty years."

These days, Theresa Skolnick worries about more inflation. She doesn't know how much longer she can make the money last. When she can, she buys a ton of coal for $80. Her Blue Shield and Blue Cross are $45 every other month. By the time she pays those bills and her electricity and telephone, there is almost nothing left for food.

"Meat is real high," she tells me. "When I can, I buy something that looks like veal but it's not. I really don't know what it is. I buy it in four slices and then I wrap each slice separately and freeze it and try to eat it slowly. I buy oxtail; you can cook oxtail with soup or stew. I used to love shrimp and codfish. I can't buy that. I eat mostly soup—but these days, you can't cook a decent soup. I used to get the shin meat; today I can't get that either. I tell you, you can't eat much now. I know it's not just me.

"Sometimes I watch when other elderly people come into the supermarket and I see they just stand there looking around like they are hungry and lost.

"One day about a year ago, I said, oh, the hell with it. The hell with everything. I went in to the butcher and I said, I'll take that large chicken. I didn't even ask how much it was. The chicken cost $4.98 and I bought it. It had been years since I had chicken like that."

"Do you remember the last time you had steak?" I asked.

She laughed and waved her hand. "Steak? You can't be very serious. I don't even look in that department. Once a month, I go to McDonald's for lunch. That ground meat is the closest I ever get to steak. Since you've asked me I'm going to tell you the truth. It's very, very tough."

Theresa Skolnick is one of millions of American widows who has worked all her life, receives Social Security, and still lives below the poverty line. A report issued by the Advisory Council on Social Security, submitted to the Congress for 1980, stated that about one out of every three aged widows was living in poverty even if they received Social Security. Benefits for elderly women who have never been married are even lower than the benefits for widows.

No one knows how many of these women are hungry or how many are dying alone after malnutrition has weakened their bodies, allowing the onset of other diseases.

But we do know that most of the women who worked long and hard for wages were usually locked into traditional "female" occupations. Their salaries were meager even then, and their Social Security benefits, which are based on their earning levels, are now very low. For many, survival without outside help is nearly impossible.

—Adapted from Loretta Schwartz-Nobel, *Starving in the Shadow of Plenty* (New York: The Putnam Publishing Group, 1981)

VOCABULARY

inflation, malnutrition

THINGS TO THINK ABOUT

1. Why is Theresa Skolnick hungry?
2. How does she survive?
3. What kinds of help does she receive from the community?
4. What can we do about the situation of Theresa and the many others like her?
5. Why are aged women more likely to live below the poverty line than aged men?
6. Why are seniors more likely to go hungry than younger adults?

BEST COPY AVAILABLE

A VISIT TO THE DELTA

These are the impressions of several doctors who visited Mississippi to study hunger in that state.

Everything is so clear in the Mississippi Delta. One drives down the long roads of rich farmland stretching to the left and right, land that has supported productive soybean and cotton crops for two hundred years. Suddenly the panorama is broken by a stand of trees with a big house and several little houses trailing away from it, homes for the poor black tenants whose families have lived in the unheated shacks for decades.

Signs proudly proclaim the name of each plantation. No attempt is made to hide, excuse, or change the enormous gap between rich and poor, black and white in this region of the nation. So long have many of the residents lived in this environment that they defend it without shame. "There's no hunger here," one local doctor reported, generalizing from his wealthy white patients, no doubt, to the poor blacks he never treats. "Every specimen I see on the street is fat and shiny."

But there is substantial hunger in this rich agricultural region. It is simple to find and easy to see. But so are all the other problems that accompany hunger here. People don't just get to be hungry in the Delta without having other things that are not right in their lives: dilapidated housing, no jobs, lack of health care. We easily found many people crippled by the experience of poverty and racism, lives that cannot easily be repaired by a particular program. But the people are also hungry, and that is a problem quite easy to remedy.

In fact, hunger in this region was decreased by the federal nutrition programs during the last decade. Some of the physicians in our group had seen the progress firsthand, having lived in Mississippi all their lives. Others had actually traveled to the Delta with the U.S. senators in 1967, and had returned in 1977 to find that hunger and malnutrition had decreased. Many of the programs that helped fight hunger have now been canceled.

On this trip, in 1984, the four doctors were visibly shaken by what they saw. Inside the remnants of a house, alongside a dirt road in Greenwood, lived a family of thirteen people. Graciously welcomed by the mother and father, the doctors entered another world—a dwelling with no heat, no electricity, no windows—home for two parents, their children, and several nieces and nephews. Clothes were piled in the corner, the substitute location for closets, which were missing; the two beds in the three-room house had no sheets, the torn mattresses covered by the bodies of three children who lay side by side. In the kitchen a small gas stove was the only appliance.

No food was in the house. The babies had no milk; two were crying as several of the older children tried to console them. "These people are starving," the local guide told the doctors. Twice a week she collected food from churches to bring to the family. It had been this way for two months while the family waited for the local food stamp office to determine whether they were eligible for food stamps. Only the flies that crawled on the face of the smallest child seemed to be well-fed. The parents were not; they had not eaten for two days. The children had eaten some beans the previous evening.

A few houses away two other doctors spoke to a hungry, pregnant woman whose infant son recently died. She had been cut off welfare benefits after a dispute over whether she was qualified, leaving her $60 monthly food stamp allotment as the only income each month for herself, the unborn child, and her five-year-old son. Her refrigerator had three sticks of butter and some powdered milk.

One of the doctors quietly shook his head, "What you're looking at are the faces that become infant mortality statistics."

These families were not unusual. Nearly one quarter of Mississippi's population, over 580,000 people, live below the federal poverty level.

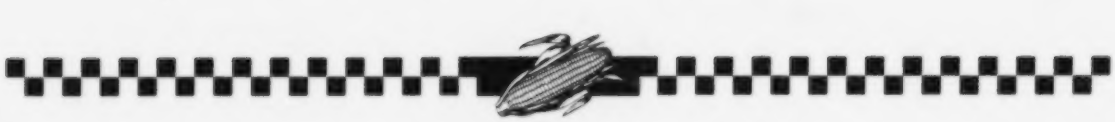
—Adapted from Physician Task Force on Hunger in America, *Hunger in America: The Growing Epidemic* (Middletown, Conn.: Wesleyan University Press, 1985)

VOCABULARY

dilapidated, federal nutrition programs, food stamps, infant mortality, plantation, poverty level, statistics, tenants, welfare

THINGS TO THINK ABOUT

1. Why don't people on the Delta have decent homes, jobs, or health care?
2. How can hunger occur in such a rich agricultural area?
3. What is racism? How does it relate to hunger?
4. What can a hungry family in Mississippi do for help? Is it a lasting solution?
5. Can you think of lasting solutions to the problem of hunger in Mississippi?



LESSON **3**

ARE THERE TOO MANY PEOPLE?

ACTIVITY 1 **WHAT IS OVERPOPULATION?**
ACTIVITY 2 **WHY DO PEOPLE HAVE CHILDREN?**

LESSON 3: ARE THERE TOO MANY PEOPLE?

COMMON ASSUMPTION: Hunger occurs where there are too many people. If birth rates are decreased, hunger will decrease.

DESCRIPTION

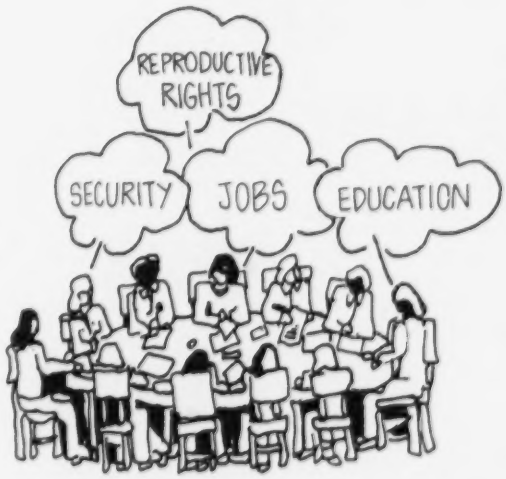
Many people believe that overpopulation is the cause of hunger. We frequently hear people say things like, "If people would not have so many children, there wouldn't be any hunger problem." This lesson asks students to carefully examine this assumption.

ACTIVITY 1

What Is Overpopulation? asks students to label countries as having too many or too few people, based on their impressions. It is designed to help students become aware of their own ideas and possible misconceptions about hunger and population. Students will then analyze bar graphs with population statistics from ten countries to see whether population density relates to hunger.

ACTIVITY 2

Why Do People Have Children? uses role playing to present views from people of diverse cultures. The activity promotes acceptance of different cultures and helps students see that people make intelligent choices about family size based on their living situations.



BACKGROUND FOR THE TEACHER

Contrary to common beliefs, there is no relationship between hunger and the number of people in a given area. In some countries where hunger is most severe, there is plenty of good, arable land. In India, where millions of people go hungry, there is twice as much cultivated land per person as there is in China, where widespread hunger has been eliminated.[1] Brazil and Senegal are both countries with a considerable amount of farmland per person, yet many of their people face severe hunger.

1. Elizabeth Croll, *The Family Rice Bowl: Food and the Domestic Economy in China* (Geneva: United Nations Research Institute for Social Development, 1982), 1–19.

Population pressures are often blamed for the food crisis in Africa, yet sub-Saharan Africa is a net exporter of agricultural commodities.

If population density caused hunger, then countries like the Netherlands, with nearly fifteen times as many people per square mile as the United States, would have many hungry people. The Netherlands, though, exported more agricultural products than it imported in 1983 and has life expectancies higher than the the United States.[2]

Rapid population growth can be a problem where land is scarce. But to address this problem, we must keep in mind why poor people often need to have large families. In parts of Africa, as many as 200 out of every 1,000 children die in their first year of life (compared with 11/1,000 in the United States).[3] Because so few of their children live past the age of one, parents often have many children to insure that at least some will survive.

From an early age children can add to their family's income by working in the fields. Furthermore, few underdeveloped countries have systems of social security or pensions for the elderly. Children are needed to support their parents when sick or old. Evidence from many countries suggests that as societies begin to provide security (access to land, food, jobs, care for the elderly) so that parents are less dependent on their children, family size begins to go down.[4] As women achieve greater control over their own lives, we also find declining birth rates.

Anthropologist Perdita Huston has described many poor women's desire to have fewer children in her books *Message from the Village* and *Third World Women Speak Out.* But this wish is denied by societies that force women to be dependent on men and restrict their access to health care. According to one doctor in a Mexican clinic, "when a wife wants to [try] to limit the number of mouths to feed in the family, the husband will become angry and even beat her. He thinks it is unacceptable that she is making a decision of her own."[5] Lack of reproductive rights reflects the overall powerlessness of women in many societies.

Where women have more access to education and to jobs outside the home, birth rates also tend to fall. Costa Rica and Colombia provide examples.[6]

The state of Kerala in southern India provides a dramatic example of how improving conditions for the poor, especially women, relates to a decline in population growth. Kerala's current population density is three times that of all of India. Yet indicators of hunger such as infant mortality and death rate are lower than for the rest of the country. The population growth rate has declined below 2 percent.

What has happened to decrease the growth rate? The state has a grain distribution program to provide low-cost food to its citizens. Kerala also has social security payments, pensions, and unemployment benefits. Due to worker organizations, agricultural wages are higher. There is also a greater focus on education than in other Indian states; the literacy rate for women is two and a half times the Indian average.

Kerala shows us that both hunger and population growth can be addressed by shifting resources to the poor.[7]

The table *Population Growth Rates in Six Countries* lists three countries whose population growth rates have declined dramatically in the last twenty years, compared with three of the many countries whose population growth rates increased. (Some of these countries are used in activity 1.) The countries with declining growth rates are countries that have more public education and better health care programs for their citizens.

2. U.N. Food and Agriculture Organization, *Trade Yearbook 1984*, vol. 38 (Rome: FAO, 1985), 39–41; World Bank, *World Development Report 1984* (New York: Oxford University Press, 1984), 219.
3. *World Development Report 1984*, 262.
4. Ibid., 70, 168–170.
5. Perdita Huston, *Message from the Village* (New York: Epoch B Foundation, 1978), 119.
6. *The State of the World's Children 1984* (New York: Oxford University Press, 1983), 122–123.
7. Frances Moore Lappé and Joseph Collins, *World Hunger: Twelve Myths* (New York: Grove Press/Food First Books, 1986).

POPULATION GROWTH RATES IN SIX COUNTRIES

COUNTRIES IN WHICH POPULATION GROWTH RATE DECLINED	LIFE EXPECTANCY	PEOPLE PER NURSE	INFANT MORTALITY per 1,000	POPULATION GOING TO HIGH SCHOOL
Cuba	75	370	20	72%
Colombia	64	800	53	46%
Sri Lanka	69	1340	37	54%
COUNTRIES IN WHICH POPULATION GROWTH RATE INCREASED	**LIFE EXPECTANCY**	**PEOPLE PER NURSE**	**INFANT MORTALITY per 1,000**	**POPULATION GOING TO HIGH SCHOOL**
Bolivia	51	3990	123	34%
Ethiopia	45	5910	172	12%
Haiti	55	2490	107	13%

WORLD BANK 1985

We need to be concerned about population growth—the human species is squeezing out other life forms and causing large-scale degradation of the environment. However, we must understand that population growth—like hunger—is a consequence of social inequities that deprive poor people of the security necessary to choose fewer children. Only with this understanding will we stop blaming the hungry and work with them to improve the lives of people and the life of our planet.

QUESTIONS TO EXPLORE

1. What does overpopulation mean? Is it an objective term, or does it reflect prejudices and misconceptions?
2. Does hunger exist only in areas of high population density? Is overpopulation the cause of hunger? What other social and environmental factors occur in places where people are hungry?
3. Why do people have children? Do people in industrial countries have different reasons than people in underdeveloped countries? What are some similar reasons in various countries? How does being rich or poor affect people's choice?
4. Can population programs alone end hunger? Why or why not?

ACTIVITY 1: **WHAT IS OVERPOPULATION?**

Students will use discussion, mapping, and graphing to see if there is a direct relationship between high population density and hunger. They will examine their own preconceived notions about overpopulation.

OBJECTIVES

- To explore common misconceptions about population density
- To analyze charts and tables to gain information on population and food in several countries
- To discuss some possible causes of hunger

MATERIALS

- Student handouts:
  Lots of People, Lots of Hunger?
  Impressions of Ten Countries
  A Look at the Facts
- Map of the world
- Pencil and paper
- Blackboard or newsprint

TIME

Fifty minutes

EVALUATION

Class discussion, written or oral answers to study questions

VOCABULARY

acre, cost of living, infant mortality rate, life expectancy, overpopulation, population, population density

PROCEDURE

1. Tell students that the class will be examining whether high population density causes hunger. Discuss with the class what population density means. When does a classroom or an elevator become crowded or overpopulated? You may want to discuss the number of people per square mile living in your community. This information is usually available from the zoning department or the U.S. census for cities over 100,000. You can ask students to gather information about the number of people per unit area in the school or at home.

2. Pass out all student handouts for this activity. Ask students to read about Fred and Marcia in the handout *Lots of People, Lots of Hunger?* and discuss their answers to the questions following the stories.

3. List these countries on the board:

China	Ethiopia
France	El Salvador
Bolivia	South Africa
India	the Netherlands
United States	Haiti

4. Ask students to write the name of each country on the the handout *Impressions of Ten Countries*. Ask students if they've heard of all the countries. Ask if they can give some one- or two-word impressions or descriptive words about each country. They may say things like "India is poor, South Africa has apartheid."

The important point here is to get down some impressions that will give students mental images when they begin to discuss population density.

5. Locate each of the countries on a map of the world.

6. Now, ask students to check off each of the countries as overpopulated or population OK. Discuss why students labeled countries the way they did. Generally, students will label underdeveloped countries as overpopulated and industrialized countries as without population problems.

7. Next, go to the handout *A Look at the Facts*, which shows U.N. farmland and hunger statistics. Here you and your students will be concerned with how the amount of *farmland* per person (not population density per se) relates to hunger. Ask students to check their own opinions of whether the countries are overpopulated or without population problems against the illustrated bar graph of farmland per person. Are there countries students judged as overpopulated that have more farmland per person than countries students judged as OK? Discuss how students made their original judgments. Were their definitions of overpopulation based on whether the country was perceived as industrialized or underdeveloped, rich or poor? Ask students why many people think it is OK for the Netherlands to have very little farmland per person, when Haiti is thought overpopulated with twice as much farmland per person.

8. Ask students to complete the questions on *A Look at the Facts* in class.

9. Discuss their responses to the questions.

10. Wrap up this activity by asking students if they think that high population density is the cause of hunger. If it is not, then what might be some causes of hunger?

ACTION IDEAS

LEARN MORE

- Children's Foundation (organization)

WRITE LETTERS

If students feel strongly about cuts in federal funds for nutrition aid to pregnant women and infants, school milk funds, and child nutrition or cuts in Medicare programs and Social Security cost-of-living increases, they can write to a government official.

LOTS OF PEOPLE, LOTS OF HUNGER?

Population density, or number of people in an area of land, varies a great deal even in the United States, as the descriptions of these two students' areas shows.

FRED

Fred's family lives on the fortieth floor of an apartment building overlooking Central Park in Manhattan. There are six kids in Fred's family. His father is a lawyer and his mother is a dentist, and the family's major worry is about saving enough money to send the kids to good colleges. There are over 67,000 people living in the square mile where Fred's building is located, according to the U.S. census.

MARCIA

Marcia, her two brothers, and her parents live on a farm in rural Georgia. There are about five other families within a mile of their farm. Marcia's parents do not own the farm but rent it from a local landowner. Even though last year Marcia's family grew more cotton and soybeans than ever before, prices paid for their crops were low. They had to get food stamps to buy enough food for the family.

THINGS TO THINK ABOUT

1. Whose family is more likely to worry about going without food?
2. Whose family lives in an "overpopulated" area?

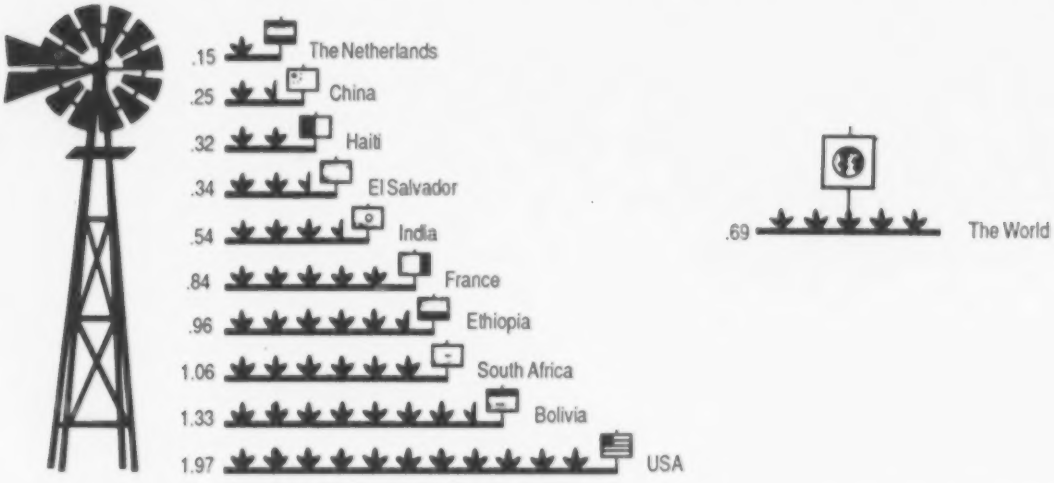
IMPRESSIONS OF TEN COUNTRIES

Which countries do you think are overpopulated?

COUNTRIES	IMPRESSION	OVERPOPULATED	POPULATION OK

A LOOK AT THE FACTS

FARMLAND PER PERSON (in acres)



■ ANSWER THE FOLLOWING QUESTIONS USING THE BAR GRAPH AND THE CHART ■

1. What percentage of the population in Bolivia is severely malnourished? In China?
2. Which country has more farmland per person, Bolivia or China?
3. Does the low ratio of farmland per person in China cause hunger?
4. Does the high ratio of farmland per person in Bolivia prevent hunger?

COUNTRY	PERCENTAGE OF THE POPULATION THAT IS SEVERELY MALNOURISHED (Gets less than 1500 calories each day)
Bolivia	45
China	1
El Salvador	38
Ethiopia	38
India	30

5. Is there a relationship between the amount of farmland per person and hunger? If the amount of farmland per person does not cause hunger, what might be some causes of hunger?

ACTIVITY 2: **WHY DO PEOPLE HAVE CHILDREN?**

Students will use discussion and role playing to discover how parents from three different countries feel about having children. The activity attempts to approach a delicate subject in a matter-of-fact, nonjudgmental manner.

OBJECTIVES

- To understand why people have different family-size needs
- To develop interviewing and questioning skills
- To use role play to present another person's point of view

MATERIALS

- Student handouts:
  Rural Family in India
  Rural Family in Mexico
  Urban Family in the United States
  Talking about Families

TIME

One hour

EVALUATION

Participation in role play/discussion, written or oral answers to study questions

VOCABULARY

family planning, rupee

PROCEDURE

1. Discuss the notion of planning a family. Ask students to describe reasons parents might choose to have many or few children. You might want to divide these into personal, economic, religious, and cultural reasons. Listing these separate categories on the board is helpful.

2. Divide the class into three groups of approximately equal size. Each group will represent one of the three families described in the student handouts. Distribute handouts accordingly.

3. Ask each group to read its role description sheet. You may wish to assign the readings as homework.

4. Have each group prepare to role-play their family's viewpoint about having children, using the questions at the bottom of their role descriptions. Each should decide on its spokespersons and how to divide up the presentation.

5. In setting up the role play, the students may wish to develop characters for other family members.

6. During the role-play discussion, students should be situated so that they can observe each other and participate.

7. Let each group explain its point of view about having children.

8. Using the handout *Talking about Families*, student volunteers (or the teacher) should lead discussion among the groups. The interviewing students can take the role of journalists. The answering students should remember to keep in character.

9. Afterwards, discuss the families' viewpoints. You may wish to ask if any conclusions can be drawn regarding the reasons people have

children. How do those reasons relate to other factors in peoples' lives, such as caring for the elderly or needing children as workers?

What suggestions can the students make regarding each of these families? Are their suggestions realistic given the family's situation? For example, students may suggest that Maria's family have no more children. Why might this be difficult for that family? Might some families need more children? How might family planning when applied without an understanding of the social and economic role of children be harmful to those it is designed to assist? What would happen to the Indian family if the parents had been forced to have fewer children? Can the students envision successful programs designed and run by the people directly affected? Would a strong family planning program end poverty and hunger for these families? What else would help end hunger?

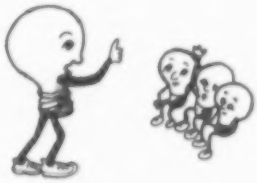
10. As a final summary of this lesson, refer back to the assumption that hunger exists because there are too many people to feed. Ask students to give their reactions. How have their assumptions changed? Does the assumption lead us to any conclusions that could be harmful to other people? Remember the Mexican and Indian families. Would having fewer children end the food problems of Veradhran Ramnad and Maria?

ACTION IDEAS

LEARN MORE

- MADRE (organization)
- *Message from the Village* (book), by Perdita Huston
- *Needless Hunger: Voices from a Bangladesh Village* (book), by Betsy Hartmann and James Boyce
- *Third World Women Speak Out* (book), by Perdita Huston

TEACH OTHERS



In daily conversation, students can counter false assumptions or misstatements about population and hunger with the facts. Students can also write articles on population and hunger for their school paper. Topics could include the occurrence of hunger in a sparsely populated country or why people have children.

WRITE LETTERS

Students can call attention to false assumptions in news reports, periodicals, or advertising by writing a letter to the broadcasting station, publishing agency, or company.

Have students write a group letter or circulate a petition for even more impact. Make sure the petition is short and clear so that people signing will understand it. Camilla Taylor, a fifteen-year-old from Cleveland, Ohio, circulated a peace petition on her own and gathered 81,000 signatures. She planned to take the petition to the next U.S.–U.S.S.R. summit.

JOIN OTHERS

Students can volunteer for local groups working for health and nutrition education. These organizations often need volunteers for jobs ranging from office work to working in clinics to helping teachers. Contact your local public health office to learn of local programs and organizations.

- Community Nutrition Institute (organization)
- Center for Science in the Public Interest (organization)

RURAL FAMILY IN INDIA

Veradhran Ramnad, the father of four daughters, lives in the district of Tamil Nadu, India.

"If I did not have my four daughters, I wonder what would have happened to us by now. They are saviors that God has sent to look after us. Soon my eldest daughter, who is ten, will be earning two rupees a month cleaning a house for a wealthier family. By next year my second daughter, who is eight, will be earning money also. If we had sons, we could earn much more since they can do harder labor; but it is nice to have healthy daughters. They look after the young children and make it possible for my wife to work. Soon the younger ones can work too.

"When Indian parents die, it is the custom to divide up the land they owned among their children. The division of land among our daughters doesn't worry us, however; we don't have any land.

"The government's family planning workers do not understand our point of view about our daughters. After all the hard work my family does, we can only save one rupee per day [about 8 cents] after we have bought our food. This one rupee has to be saved for clothing, for illness, and for other needs of the family. When my daughters are able to work, they can add to this savings.

"And the family planning workers don't understand that I have had seven children but only four have survived. And I do not know how long these four will survive. There is so little help for us when we are sick.

"If I did not have my children, life would be more difficult for us. What happens when my wife becomes older and cannot work? Who will look after her? The family planning workers are not going to help her then. Our children are important members of this family by age seven. If we do not have elder children the mother has to stay at home to look after the young ones, and this reduces the family income. By the time they are twelve years old, the children are earning one-third of our family's income—which is enough to feed the young ones.

—Adapted from "The Experts," (New York: New Internationalist Publications, 1971), poster

THINGS TO THINK ABOUT

1. How many children does Veradhran want? Why?
2. How do children contribute to the family's livelihood?
3. Where do the elderly live, and how are they supported in old age?

RURAL FAMILY IN MEXICO

Maria Louisa is a forty-year-old mother of seven children who lives in a small village in Mexico. The village has undergone great change since Maria and her husband were married. When they were first married, farming was done by hand on their own small farms. Now most of the farms are large and use machines and irrigation. Small farms were bought by richer farmers, and small farmers had to become laborers on the large farms to earn a living. Maria's family has only a house and small garden. Maria's husband works on the big farm; but there isn't enough work there for her children, and even her husband only works part of the year.

"If I could go back and choose the number of my children, I would only have one or two. Look at me, I look so old. That is because we work so hard with all these children. And there isn't enough food for all of us. I don't need more children. We would need more land if we had more mouths to feed.

"Once it was, but it is not important any more, to have children to help with the work in the fields and in the house. Now, the more children you have, the more work you have.

"I am going to teach my daughters about family planning. I am going to tell them so that they will have a choice of what to do, of how many children to have. Three children is the most they should have. Even four is all right. But no more than four, for sure. Times have changed. We can't have ten children any more. There is no work for them.

"But the men say terrible things about women who want birth control. Some say the only reason you want it is so that you can go with other men."

—Adapted from "The Experts," (New York: New Internationalist Publications, 1971), poster

THINGS TO THINK ABOUT

1. How many children does Maria want? Why?
2. How has the role of children changed since Maria and her husband were married?
3. Do mothers and fathers in a family ever feel different about the number of children they want? Why?

URBAN FAMILY IN THE UNITED STATES

Rose is a working mother living in Chicago, Illinois.

"I think two kids are enough for one family to have. Good grief, I can hardly keep the two we have in clothing. Bills just seem to get worse every year. I shudder to think about how we're going to send them to college. Scholarship funds are getting cut every year. I wish Jim and Mary weren't so close in age; they will be starting college about two years apart if they go at all. But right now, just buying clothes is a problem. The kids are growing fast, and I can hardly keep up. Not only that, they want everything they see advertised or the latest fad at school.

"When I'm at work, I worry about the kids. Daycare was expensive; now they're both in public school. And now I worry about them during the time between when school gets out and I get home from work.

"With kids, your social life is shot. I remember after the first baby, it got more difficult to get together with friends. Dan and I haven't had more than one or two evenings alone in a year.

"Already we're thinking about retirement. We've both got pension plans at work, and if everything goes well we'll do all right when we retire. The kids will probably take off and move away.

"Boy, I've sounded negative. Actually I really love the kids. It's just with any more of them, our finances would really be pushed to the limit and I'd be worn to a frazzle. The kids would really get the short end of the stick then. That's why we decided to have only two."

—From an interview by Sonja Williams, Urbana, Ill., 1985

THINGS TO THINK ABOUT

1. How many children does Rose want? Why?
2. Do her children contribute to the family's livelihood?
3. How are the elderly supported in their old age?

TALKING ABOUT FAMILIES

1. Who are you? What is your position in the family?
2. How many people are in your family?
3. Where does your family live?
4. What do members of your family do for a living?
5. How many children do you have? Do you want more children?
6. What are some problems in caring for your family?
7. How does your society care for aged persons?
8. What changes has your family seen in family life during your lifetime?
9. How do different family members feel about family size?
10. How do you think society affects the size of families?

LESSON

4

IS TECHNOLOGY THE ANSWER?

ACTIVITY 1 **IS MORE ALWAYS BETTER?**
ACTIVITY 2 **TECHNOLOGY ON TRIAL—ONE PERSON'S STORY**

LESSON 4: IS TECHNOLOGY THE ANSWER?

COMMON ASSUMPTION: Exporting our food-producing technology to hungry countries will help the hungry people of the world.

DESCRIPTION

Many of us have been brought up to believe there is a technological solution to every problem or, at the very least, that technology can buy us the time necessary to solve difficult social and environmental problems. We are also taught that major problems can only be solved by experts and that the activities of these experts are beyond our understanding or criticism.

This lesson asks students to investigate how agricultural technology changes people's lives and to consider whether or not technical advances ultimately benefit hungry people if they have no control over this technology.

ACTIVITY 1

Is More Always Better? introduces students to different aspects of what has been known as the Green Revolution, by presenting graphs and a short reading about changes that have occurred in Malaysia and India since the introduction of new agricultural technologies. It examines whether the Green Revolution has really helped poor farmers or decreased hunger in these countries.

ACTIVITY 2

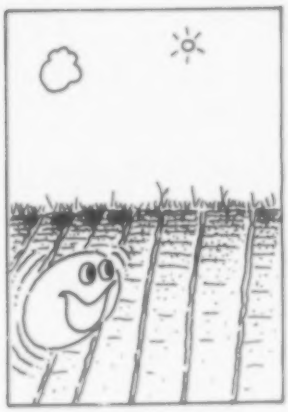
Technology on Trial—One Person's Story examines some of the long-term effects of technological change. In a reverse role play, the teacher takes the part of an undocumented immigrant to the United States, and students learn how this person's life has been affected by the introduction of new agricultural technologies. This activity helps students see how changes that occurred thirty years ago can affect events today. It helps students develop empathy with the immigrant Raúl and begin to see immigrants as real people, not degrading stereotypes or nameless statistics.

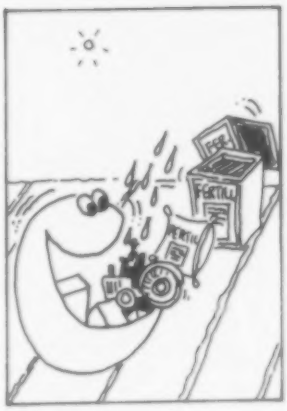
BACKGROUND FOR THE TEACHER

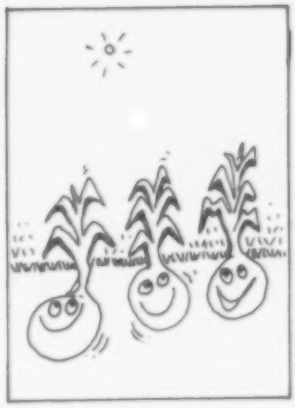
Newspaper articles and television programs frequently announce new wonder crops or agricultural breakthroughs that will help bring an end to world hunger. We see images of hard-working scientists and technicians (mostly from the United States and Europe) who seem to be solving the problem. These images can lull us into a sense of complacency (the problem is being solved already) or lead us to believe that we in the industrialized countries can provide the answers.

Yet when we look critically at the assumption that increased agricultural production through new technology will end hunger, several questions arise. First of all, is it really increased production that is needed? (See lesson 2.) What is the economic, social, and environmental price of a new technology? Does it require additional supplies of water, fertilizers, pesticides, or equipment? Is the technology available to everyone? Is it within the means of poor farmers? Is the technology used to grow food for hungry people, luxury foods for well-off people, or products for export? If for export, who benefits from the export earnings? Is the technology used to reinforce unfair economic conditions; do rich farmers benefit more? Does the new technology displace traditional culture and agriculture?

Many major changes have occurred in agricultural technology since the 1930s. The







development of new agricultural equipment; discoveries in the areas of genetics and breeding; and the formulation of pesticides, fertilizers, and growth regulators are among the many technological breakthroughs that have taken place. These new technologies began to be implemented in the 1930s and 1940s in the United States and Europe.

In the 1950s and 1960s, researchers from industrialized countries began working with researchers in underdeveloped countries (especially Mexico, the Philippines, and India) to develop new improved varieties of wheat and rice that could be grown in those countries.

The new crop varieties and the technology for growing them were hailed as the Green Revolution. The new seeds had potential for high yields, but they required large inputs of fertilizers and water. In the Punjab region of India, for example, six times more fertilizer had to be imported in 1975 than in 1955 in order to support the increased growth of new varieties of wheat.[1] The fertilizer had to be purchased, as did the seeds, irrigation water, and pesticides. Poor farmers who had little cash or access to reasonable credit were less able to take advantage of the Green Revolution. As wealthy farmers' yields increased, they were able to use their profits to buy up poor farmers' land.

Many new crop varieties are more susceptible to pests, and farmers have to purchase pesticides. This is another drain on their budgets—especially for the poorest farmers.

Often the poor farmers and farmworkers suffer the greatest exposure to pesticides in the field since typically they are not instructed about safety precautions when using these products. A number of pesticides used in third world countries are outlawed in the United States and Europe. In *Circle of Poison*, authors David Weir and Mark Schapiro point out that at least one-quarter of the pesticides shipped from the United States to the third world are either banned or restricted here.[2]

To look at the effects of the Green Revolution, we can also turn our eyes back to the United States to see the effects of technological change on farmers. Improved seeds, chemical fertilizers, more powerful pesticides, and new equipment have helped increase crop yields as much as threefold. The yield-increasing inputs are not cheap, though. Farmers are caught in a cost/price squeeze—costs go up while crop prices stay the same or decline as production increases. Profits per acre have dropped to one-third their pre-1950 levels.

This helps to explain why the number of farms in the United States has dropped by

1. R.E. Harrington, *Understanding the World Food System* (Urbana: University of Illinois College of Agriculture, 1982), n.p.
2. David Weir and Mark Schapiro, *Circle of Poison* (San Francisco: Institute for Food and Development Policy, 1981).

over one-half since World War II. Rural communities have withered. Urban areas have grown, and unemployment has increased. Small, independent family farmers are a dying breed. Just as in the third world, the majority of U.S. farms that survive today are large-scale operations, often owned by corporations, banks, or other investors. These large farmers have the wealth to invest in the advantages of new technology and can make up for low profit margins with sheer volume of production. We return to this theme in lesson 5.

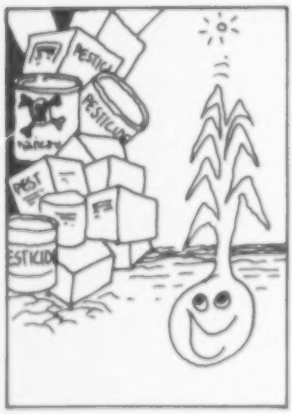
While many large farmers have prospered, by far the greatest benefits of the Green Revolution in the United States have gone to the manufacturers of inputs (fertilizers, pesticides, seeds, and equipment) and to the large corporations that export U.S. grain. The fortunes of these large grain traders have soared while increasing numbers of family farmers face bankruptcy.[3]

In third world societies, where the gap between the big and the small farmers is even greater, larger farmers receive the bulk of the benefits. Then poor farmers leave the land, and rural unemployment increases. Under these conditions, food production can go up while more people go hungry. In fact, the two countries in the world that today have the greatest number of hungry people—India and Indonesia—have both experienced dramatic increases in grain production as a result of Green Revolution technology.

People argue that we simply need to scale down the technology to make it within reach of the poor. But even small-scale, locally oriented technology can widen the gap between rich and poor. When a biogas project was begun in India, cow manure (the raw material for gas production) became a valued commodity. Poor people who used manure as fertilizer or as cooking fuel suddenly found it in short supply. The owners of the biogas digestors had collected available manure to convert to methane, which was then sold at a profit. Poor people had to either gather or buy manure in competition with the digestor owners or buy methane from them. What had once been available to many was now available to few. Small-scale technologies, when out of the reach of the poor, cannot be described as appropriate technology.

Now we are entering an age of biotechnology and are asked to put our faith in genetically engineered solutions to the problem of hunger. This new "gene revolution," based on technologies such as recombinant DNA, is occurring primarily in the laboratories of industrialized countries and is financed by transnational corporations. Much of the research is not focused on crops commonly eaten by hungry people. Many of the new processes and biotechnological products are patented, thereby denying poor people and small, local

3. James Wessel with Mort Hantman, *Trading the Future* (San Francisco: Institute for Food and Development Policy, 1983).



seed companies the chance to use the new technology to meet their own needs. Some new seeds are genetically engineered to be dependent upon a specific pesticide or growth regulator manufactured by the same corporation that produced the seed. How can a peasant in Indonesia afford patented, genetically engineered soybean seeds (with their correct growth regulators and pesticides) if she or he cannot even afford to rent or buy a garden plot to raise food for a family?

Of course, technology need not always have negative consequences. Sean Swezey and Rainer Daxl document how integrated pest management, a technology of pest control based on a variety of techniques (biological control, use of natural enemies, minimal and specific use of pesticides, insect-trapping) has reduced the need for expensive and dangerous pesticides in Nicaragua.[4] The government is committed to making this technology available to the smallest farmers through free training programs. In the United States, the Center for Rural Affairs organizes an annual Innovator's Technology Fair at which farmers share their expertise in low-cost technologies. In other areas, cooperatives have formed to give poor farmers and workers access to new information, equipment, or materials.[5]

Technology *can* help people—easing the burden of farm work and increasing yields—depending on who controls it. Clearly technology *cannot* help poor people if they have little access to it or if its products are out of reach of their income.

QUESTIONS TO EXPLORE

1. Is there a relationship between increased food production and improvement in the lives of hungry people? Has technology improved conditions for everyone?
2. If technology is introduced into a community in which resources are inequitably distributed, what are the results?
3. Under what conditions could the introduction of a new technology be beneficial to everyone, including the poorest people?

4. Sean L. Swezey and Rainer Daxl, *Breaking the Circle of Poison: The IIPM Revolution in Nicaragua* (San Francisco: Institute for Food and Development Policy, 1983).
5. Norman Myers, *Gaia: An Atlas of Planet Management* (Garden City, New York: Anchor Books, 1984).

ACTIVITY 1: **IS MORE ALWAYS BETTER?**

Students will learn about the Green Revolution and technology using short readings containing maps and graphs. Students can see that increased agricultural production may not benefit hungry people or poor farmers.

OBJECTIVES

- To become aware of changes that have occurred in two countries after the introduction of new agricultural technologies
- To interpret graphs and tables concerning the Green Revolution
- To stimulate discussion on the effects of agricultural change on the lives of people

MATERIALS

- Student handouts:
  The Muda Valley of Malaysia
  Muda Before and After
  The Green Revolution Comes to India
- Wall map

TIME

Fifty minutes if class works as a group to analyze and discuss graphs. This activity may be done as a homework assignment.

EVALUATION

Study questions can be turned in.

VOCABULARY

agriculture, biotechnology, fertilizer, harvest, irrigation, production, technology, traditional varieties, underdeveloped country, yield

PROCEDURE

1. Introduce the topic of technology to the class. What is it? Can the students think of examples of technological change that they have seen? Computers, spy technology, and artificial hearts are examples they might name. Is technology always a good thing? What are examples of positive and negative outcomes of technology? (Students may name pollution and higher prices as negative outcomes. Why does technology sometimes have negative outcomes? Ask for examples.)

2. Explain that the Green Revolution refers to the introduction of new agricultural technologies to underdeveloped countries to increase agricultural production. You can develop your own introduction to this topic based on the background material or have the class as a group read the student handout *The Muda Valley of Malaysia*. If students have participated in lesson 2, *Is Scarcity the Problem?*, they might point out that in many countries enough food already exists and that just an increase in food will not end hunger.

3. Distribute the handouts. You may decide to give each student both sets of handouts or divide the tasks among two groups, giving each group one set of handouts. The India example requires much greater math and graph-reading skills, so you may wish to give it to students who can more easily handle that sort of analysis. Give the students thirty minutes to read and complete their handouts.

Note: If time is short, have students complete one or two handouts as homework.

4. Have the entire class discuss their handouts by referring to the particular countries studied. Consider the following:

a. Do greater crop yields always decrease hunger in a country?
b. What are some changes that might occur in an area when a new technology is introduced, especially a new seed developed under different geographic conditions?
c. What might happen to farmers and farmworkers who can't afford the new technologies?

5. Wrap up by listing problems students discovered in each of the countries where new technology was introduced.

ACTION IDEAS

LEARN MORE

- Cornucopia Project (organization)
- *Design for the Real World* (book), by Victor Papanek
- *Farming with Nature* (film), Thomas Putnam Productions
- Land Institute (organization)
- *Small Is Beautiful* (book), by E. F. Schumacher
- *Sustainable Agriculture* (slide show), International Alliance for Sustainable Agriculture
- Women Involved in Farm Education (organization)

TEACH OTHERS

You and your students can organize an alternative technology display at your school. This could be part of an all-school science fair. Design and build working models of new technologies and describe how they might be made available to people.

JOIN OTHERS

Students can volunteer at a recycling center. Recycling is one way we can make the products of technology have less impact on the environment.

THE MUDA VALLEY OF MALAYSIA

Find Malaysia on a world map. Look at the handout *Muda Before and After*, showing a valley along the Muda River before and after a major dam was built.

In northern Malaysia, the Muda River area reveals what can happen when a new technology is introduced. A $90 million dam was built in the 1960s to make a lake for the irrigation of rice paddies. Builders of the dam promised that the dam and the new irrigation technology would increase Malaysia's ability to grow food for its people. They said that all farmers' incomes would increase.

The irrigated rice paddies could grow two crops of a new variety of rice every year, compared with only one crop of the traditional varieties. The traditional varieties, however, needed no irrigation.

By the early 1970s, yields of rice had almost tripled in the valley. Before the dam was built, this valley grew about 30 percent of the country's rice; now it grew 50 percent. In the past, Malaysia had only been able to produce about half the rice it needed to feed its people; it now produced about 90 percent of the rice needed.

In this time of growth, the incomes of the richer farmers in the valley rose by 150 percent (that is, they more than doubled their income), while poorer farmers' incomes increased by only 50 percent. Even though their income increased, poorer farmers could not afford to continue to pay for irrigation pipes, new seeds, and fertilizers, so their yields did not increase as dramatically as the yields of richer farmers.

Poorer farmers had to borrow money to continue with the new rice, or go back to growing the traditional variety. The gap between rich farmers and poor farmers increased from 900 to 2,350 Malaysian dollars each month.

Then in 1974, the harvests stopped increasing. The land had reached its highest producing potential. The more fertilizer farmers applied to their crops, the less profit they made. Yields would not go any higher no matter how much fertilizer was added. At this time, incomes fell for farmers, but especially for the poor. The cost of growing the crops kept increasing while the market price fell. By 1979 poor farmers' incomes had fallen below levels of the 1960s.

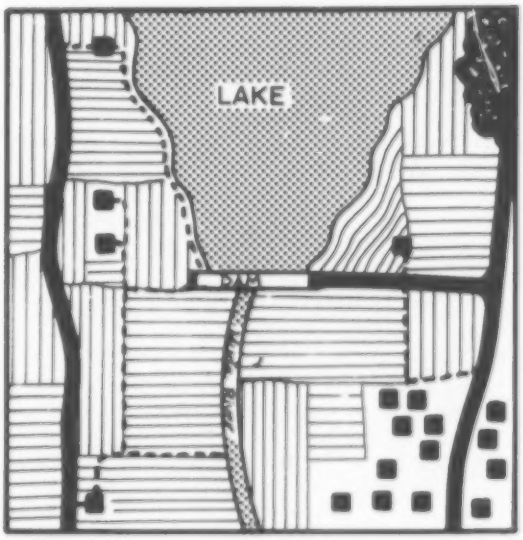
Often the poor farmers did not have enough money to buy seeds or even food for their families. The richer farmers began to buy up land from the poorer farmers. The poorest farmers had to sell all of their land to survive and were forced to take up tenant farming (renting land from the richer farmers) or move to cities.

—Adapted from Norman Myers, *Gaia: An Atlas of Planet Management* (Garden City, New York: Anchor Books, 1984)

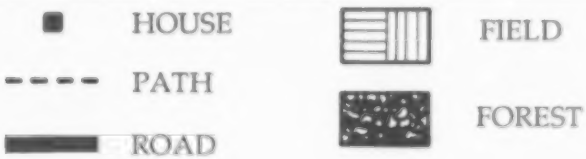
MUDA BEFORE AND AFTER

■ BEFORE ■

■ AFTER ■



LEGEND



QUESTIONS

1. What are some changes between the Muda Valley before and after maps? Name 5 differences you see.
   a.
   b.
   c.
   d.
   e.

2. How do you think the changes you listed affected the people living and farming in the area? Explain some positive and negative aspects of change that may have occurred.

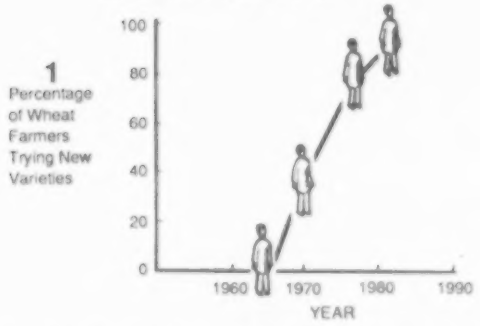
3. What were the promises of the Green Revolution for Malaysia?

4. Do you think that the Green Revolution lived up to its promises? Why or why not?

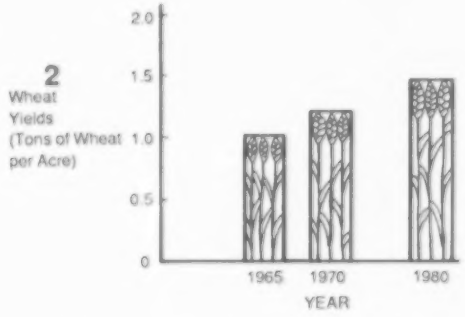
THE GREEN REVOLUTION COMES TO INDIA

India was one of the first countries where new plant varieties and fertilizers were introduced. Find India on a world map.

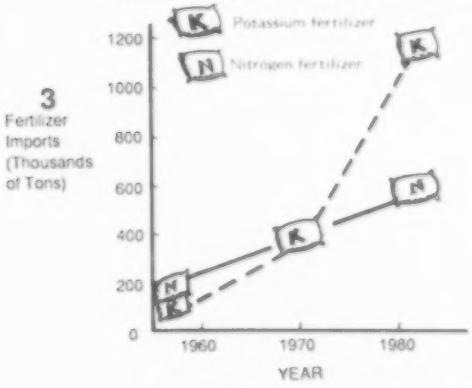
Graph 1, *Wheat Farmers Trying New Varieties*, looks at how many wheat farmers adopted a new technology between 1960 and 1980.



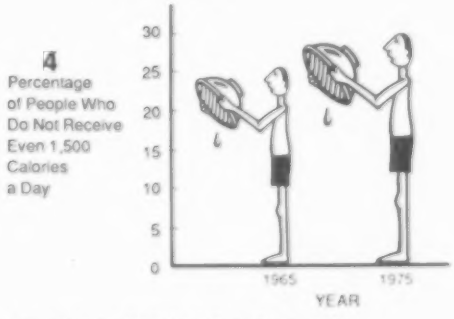
Graph 2, *Wheat Yields*, looks at how wheat yields changed between 1965 and 1980.



Graph 3, *Fertilizer Imports*, studies the change in fertilizer imports that occurred during this same time.



Graph 4, *Hungry People*, examines the change in the percentage of people receiving the bare minimum of nourishment from the years 1965 to 1975.



Sources: R.E. Harrington, *Understanding the World Food System*, 1982; and *FAO World Food Survey*, 1977.

THINGS TO THINK ABOUT

1. How did the percentage of farmers trying new varieties of wheat change from 1960 to 1980?
2. How much did wheat production change in India during that time?
3. Even though India has areas of very fertile soil, the new varieties of wheat required added fertilizer. Graph 3 shows how much fertilizer had to be imported from 1955 to 1975. In the past, farmers used animal manure or let the fields rest for a year. How will having to buy imported fertilizer affect the pocketbooks of poor farmers? From 1955 to 1975, insecticide use also increased. Can you think of some problems with using more insecticides?
4. How did the percentage of hungry people change in India during the early 1970s?
5. Can you think of several reasons why more wheat production does not always mean more food for everyone?

ACTIVITY 2: TECHNOLOGY ON TRIAL— ONE PERSON'S STORY

The teacher will take the part of a farmworker from Mexico who has been arrested for crossing the border without a visa and working without a permit in the United States. Students, acting as reporters, will learn by interviewing the teacher how the Green Revolution has had far-reaching effects on the lives of individual people. This activity is best used along with activity 1 of this lesson.

OBJECTIVES

- To develop interviewing and questioning skills
- To analyze the effect of new agricultural technology on ordinary people
- To investigate the many events that may lead up to a particular action such as immigrating to the United States
- To discuss short-term and long-term consequences of technology on society

MATERIALS

- Teacher background sheet: *Raúl*
- Student handout: *Mexican Peasants and the Green Revolution* (optional)

TIME

One class period

EVALUATION

Written statement for step 8 of procedure can be turned in.

VOCABULARY

alien, herbicide, immigrant, monoculture, pesticide, undocumented worker

PROCEDURE

1. Prior to class, read *Raúl* and *Mexican Peasants and The Green Revolution.* Raúl is a farmworker who has been arrested in Phoenix, Arizona, as an undocumented worker. He is facing deportation from the United States. You will take the role of Raúl and be interviewed by students who will be acting as reporters for a magazine doing a story on undocumented immigrants.

   This sort of reverse role play can be an interesting classroom technique. Often, as teachers, we assign role plays to be performed only by our students and forget how difficult it is to assume the character of another person. This technique puts us in the hot seat. It also allows the students to be the ones asking the questions.

2. If you have not used activity 1 of this lesson, begin by discussing technology. What is technology? (One definition is "the practical application of knowledge.") What are examples of technology familiar to students? How does new technology affect people's lives? How do students think that improving agricultural technology can help improve the lives of hungry people?

   Tell students that they will be learning about how the life of one person has been changed by technology and how events have led to actions that weren't predicted when the technology was introduced.

   The class will be looking at the life of Raúl, a poor man from northern Mexico. In the 1950s many new agricultural technologies were introduced to Mexico by scientists at technical research centers in the United States and Mexico. In many areas in Mexico, wheat yields became as high (on a per acre basis) as those of breadbasket countries such as Canada. Yields of other crops increased also. Soon the area was growing feed crops, as well

as fruits and vegetables for export. We need to ask if this food helped to feed hungry people. Were all farmers able to benefit from this technology?

Students are going to look backwards at Raúl's life. They will discover how changes in Raúl's village thirty years ago affect the decisions Raúl must make today.

3. Introduce the situation to the class. Raúl is an undocumented worker who has been picked up in Arizona. He has been scheduled for deportation after a short hearing before the Immigration and Naturalization Service of the U.S. Government. Indicate to the students that they will play reporters interviewing an undocumented immigrant (Raúl). Their job is to try to understand why Raúl is in the United States and how the events of his life have led him to cross the border. You may wish to introduce the activity prior to the day of the interview and ask students to go to the library and read a magazine or newspaper article on the topic of immigration, farmworkers, Mexican agriculture, or pesticides.

4. If you have a large class, you can divide the students into groups of three. In a smaller class, each student can develop questions independently.

5. Give students five minutes to develop at least one question per student or group. Remind students that they are trying to find out as much as they can about Raúl's life.

If students have difficulty with developing questions, here are some you can write on slips of paper for students to randomly pick:

Why are you here?

Do you have a family? Are they here?

What sort of work do you do here?

Isn't there work for you in Mexico?

What was your life like in Mexico?

What did your father do?

Do you want to stay in the United States?

How are your living conditions here? In Mexico?

6. Once students have their questions written, you will take the role of Raúl and attempt to answer them.

7. At the end of the question/answer session, discuss as a group the following points:

a. How did the new technology affect Raúl's life?
b. Why did Raúl decide to come to the United States?
c. Could agricultural technology have helped Raúl and his family? How? Under what conditions?
d. How do you feel about Mexican farmworkers who come to the United States looking for work? Has your opinion changed after hearing the story of Raúl? Do you think Raúl should be deported? Why or why not? (This question could be difficult for the students to answer and back up without some outside reading, but an emotional response could be constructive.)
e. What is your solution to Raúl's problems?

8. (Optional) You can also give students the handout *Mexican Peasants and the Green Revolution*. The three pie charts point out the inequalities that existed in Mexican agriculture during the 1960s. We see that the vast majority—84 percent—of farmers were poor, but that those same farmers owned only 34 percent of the farmland. We can also see that these farmers had only 2 percent of irrigated land. Irrigation was used predominantly by the wealthy farmers.

9. If you wish to give a written assignment, you can ask each student to write (and illustrate if desired) a one-page article about Raúl. The articles can be read to the class the next day or posted on a bulletin board.

ACTION IDEAS

LEARN MORE

- *Circle of Poison* (book), by David Weir and Mark Schapiro
- North American Congress on Latin America (organization)
- Pesticide Education and Action Project (organization)

JOIN OTHERS

Students can become involved with local groups that work to protect the rights of undocumented workers. Social service agencies may be able to refer students to these groups.

Students can join groups working to help people gain a greater voice in decision-making about technology, such as citizens' utility boards. Some areas also have public interest research groups, which study the effects of industry on people.

- Public Interest Research Group (organization)

RAÚL

Raúl was born in the northern desert state of Sonora, Mexico, in 1955. His father owned a small plot of ground on which he grew corn, beans, and vegetables and grazed a cow. He also did carpentry work in villages around their farm. The family was poor, but almost always had enough food.

When Raúl was very young, farming in his area began to change. A government experiment station was established and began promoting new types of seeds to local farmers. Most of the seeds were for wheat, which local people had little experience growing. These wheat seeds could produce huge harvests if they were given enough water and fertilizer. The government of Mexico also spent millions of pesos in constructing huge irrigation networks to supply the area with water. Along with wheat farming, the production of irrigated vegetables for export began to dominate the agriculture of the area. Those farmers with the most wealth and political connections were able to take advantage of the irrigation technology, expanding their landholdings. Rich farmers used other names to buy titles to land in order to get around the government's land reform laws, which limited the amount of land one person could own. The actual average size of farms owned by rich farmers increased dramatically.

Raúl's father refused to give up his land for many years. The family's small farm was soon surrounded on all sides by large farms. These large farmers had access to more irrigation water, to credit on better terms, and to farm supplies at cheaper prices than Raúl's father. So they were getting wealthier, while Raúl's father was going deeper into debt. Raúl's father, wanting to improve conditions for his family, decided to sell the farm.

The family moved to a local village, hoping to get a chance to buy land again in the future.

Raúl's father made some money for the family by doing carpentry, and his mother

worked as a part-time maid and laundry person for a wealthy farmer. During a few months a year, when farm labor was needed, both parents and children worked on other people's farms.

The huge mechanized monoculture farms of new varieties of plants were more susceptible to weeds and to damage by insects than the old, small farms growing a variety of foods. Large farmers in the area began increasing their use of herbicides and insecticides during the 1960s and 1970s. Many of the pesticides were declared illegal in the United States and Europe during the 1970s, but they are still in use in many underdeveloped countries.

On many occasions, members of Raúl's family were exposed to pesticides while they worked in the fields. Sometimes planes would fly overhead and spray the fields even though workers were present. Raúl sometimes had to mix the pesticides without using a protective mask or gloves. He and others often had to apply the pesticides to the fields on dry, windy days when the mist from the sprayers would blow into their faces.

The health of Raúl's parents deteriorated. All members of the family experienced problems from the pesticides, ranging from rashes to asthma to severe headaches. They suspected that the pesticides were the cause of many health problems, but they had no proof. By now the increased amount of mechanization had decreased the number of working days for each worker, and no one felt that they could risk losing their job by complaining about the pesticide problems.

When Raúl got married, he and his wife Ana worked together in the fields. After their first child was born, they realized that it was going to be hard to support a family in Sonora. They worked all the hours they could near their village and would go by bus to other areas when harvests came in. There was absolutely no security for them or their children.

Six months ago, Raúl made the difficult decision to go to the United States to look for work. Friends and relatives told him that many farmers and factory owners in the United States would hire workers from Mexico even if they did not have work permits. Raúl decided to find work in the United States for a period of time, save money, and then return to his family in Sonora.

He crossed the border into Arizona in the middle of the night so as not to be spotted by immigration authorities. After a three-day trek through the Arizona desert, Raúl arrived in Phoenix. He felt very isolated with no family or friends to turn to, and he was frustrated by his inability to communicate in English.

A Mexican compatriot helped him find work in a factory, where he worked twelve hours a day for two weeks. When payday arrived, the boss announced that immigration authorities were on the premises. Raúl was forced to run and hide until it was safe to look for another job and hope for better treatment.

Finally he found a dishwashing job and began to earn what appeared to be good money when compared with the average Mexican salary. He missed his family and hoped to be able to return to them with something to show for all his hard work and sacrifice.

While riding in a truck near Phoenix, Arizona, one afternoon, he was picked up by a member of the Immigration and Naturalization Service, told that he was an illegal alien in the United States, and scheduled for deportation.

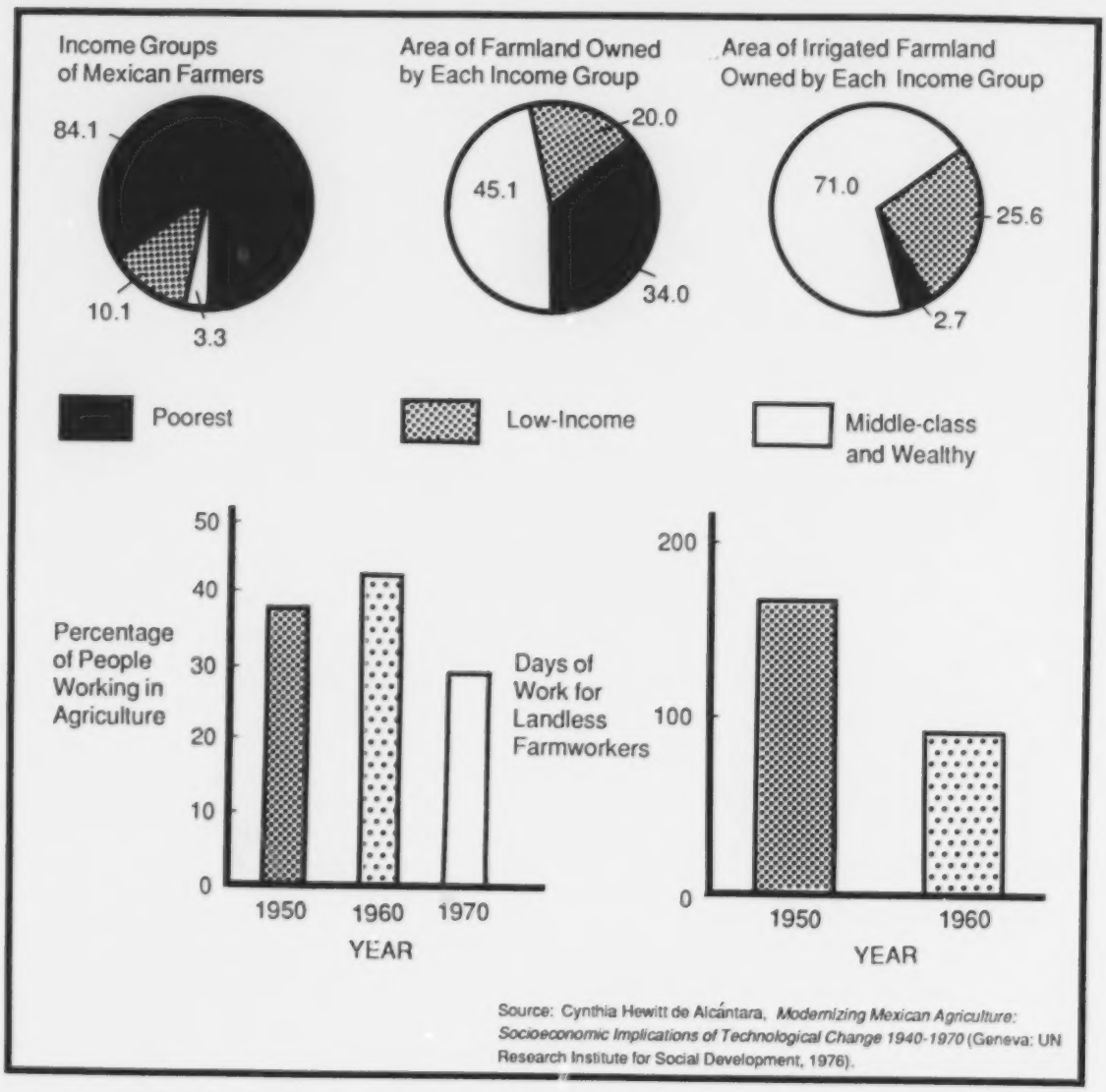
A friend gave him the phone number of a legal services agency where he could go for advice and help.

—Based on Roger Burbach and Patricia Flynn, *Agribusiness in the Americas* (New York: Monthly Review Press, 1980); J. P. Dickenson, et al., *A Geography of the Third World* (London and New York: Methuen, 1983); Mark J. Kurlansky, "Jammed in Mexico's Teeming City," *International Wildlife*, January–February, 1986; and personal interviews.

MEXICAN PEASANTS AND THE GREEN REVOLUTION

The following graphs are for your background. The three pie charts point out the inequalities that existed in Mexican agriculture during the 1960s. We see that the vast majority (84 percent) of farmers were poor farmers, and that those same farmers owned only 34 percent of the farmland. We can also see that these farmers had only 2 percent of irrigated land. Irrigation was used predominantly by the wealthy farmers.

The bar graphs indicate the decline in the number of people working in agriculture during Raúl's youth. If people in a rural area do not work in agriculture, what are their choices?



Source: Cynthia Hewitt de Alcántara, *Modernizing Mexican Agriculture: Socioeconomic Implications of Technological Change 1940-1970* (Geneva: UN Research Institute for Social Development, 1976).

LESSON **5**

RICH WORLD, POOR WORLD?

ACTIVITY 1 **LIFE ON THE FARM**
ACTIVITY 2 **SELLING FOOD**
ACTIVITY 3 **WHO SUFFERS, WHO BENEFITS?**

LESSON 5: **RICH WORLD, POOR WORLD?**

COMMON ASSUMPTION: People in poor countries have little in common with people in rich countries.

DESCRIPTION

This lesson asks students to investigate the parallels between the people of the industrialized and underdeveloped countries. Students will document the food situation for U.S. producers and consumers and compare it with the situations of third world people.

ACTIVITY 1

Life on the Farm is a reading, discussion, and interview exercise comparing the lives of farmers in the West African country of Senegal with those of farmers in the United States. It concentrates on the development of export-based agriculture, farmers' loss of control over production, and farmers' loss of land.

ACTIVITY 2

Selling Food has students look at techniques used to sell food and compare the effects of advertising on people's food purchases. They read about international infant formula marketing and then investigate food advertising in the U.S. media.

ACTIVITY 3

Who Suffers, Who Benefits? is a problem-solving exercise in which students role-play several groups of people affected by export agriculture. The activity helps point out that we in industrialized countries do not benefit in the long run when farmers and workers in underdeveloped countries work for low wages and in poor working conditions.

BACKGROUND FOR THE TEACHER

Terms like *rich country* and *poor country* mask the fact that hunger exists in both industrialized and underdeveloped countries. They allow us to think of hunger as only occurring "over there." This leads to an us-versus-them mentality that blinds us to all that we have in common with the people of the third world.

There are inequities in food and wealth distribution in countries with low gross national products (GNP) such as Ethiopia and in countries with high gross national products such as the United States. In both countries, the poorest 20 percent of the people have very little land or income.[1] In both "poor" and "rich" countries, we see increasing concentration of resources in the hands of fewer people. Ever greater amounts of many countries' resources are geared to export production, producing goods to be sold to those who can afford them in other countries. Throughout the world, we also see customs, tastes, and traditions falling victim to marketing and advertising strategies.

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1. World Bank, *World Development Report 1984* (New York: Oxford University Press, 1984), 272–273.

Consider the plight of most U.S. farmers. When selling their crops, farmers must compete with thousands of other producers and so they are "price takers"—they have no control over the price they receive. But the manufacturers who sell farmers seeds, machines, and fertilizers face much less competition. As activity 1 demonstrates, just a handful of companies dominate sales. The same holds true among the buyers of major farm commodities. Just a few large food processors and grain traders buy virtually all American grain. Thus the corporate sellers of farm supplies and the corporate buyers of farm commodities are "price makers"—they can always increase their prices to ensure themselves a profit. But farmers cannot. They are caught in the middle.

Thus the prices farmers must pay for supplies—including the price of money (interest rates)—go up while the prices farmers receive for their commodities do not. The profits farmers earn from each acre fall, and more and more acres are required just to make ends meet. Farmers who can stay in business are those who are wealthy enough or have off-farm income to allow them to squeak through the lowest price dips.

Farmers without enough savings or non-farm income often lose their land because they mortgage it to pay for the costs of farming. As described in the handout *Hard Times in the Heartland*, farmers can borrow money on the equity they have in their land—the difference between what they owe on the land and the current market price. When land values went up in the 1970s, farmers could borrow more money on the same piece of land to invest in farming. But then prices for crops fell. Many farmers couldn't make their loan payments and had to sell off land.

With more land on the market, the market price of land went down, too. Then the banks had to tell the farmers their land wasn't worth enough to back up the loans. Unless the farmer comes up with money to pay back some of the loan, or more property for security, the banks often foreclose—demand full payment or take the land immediately to try to cut their losses.

Through this process, income from farming becomes concentrated in fewer and fewer hands. By the early 1980s, the richest 1 percent of farmers received about 60 percent of net farm income.

Farmers in industrialized countries and in underdeveloped countries face many similar problems. They lack control over what they produce. More and more of their production is geared to the export market, where fluctuations in demand are much more extreme than in the domestic market. They find themselves becoming debt-ridden in order to stay in business. They cannot control the prices they must pay for materials or the prices they are paid for their products. Large numbers of farmers are losing their land and moving to cities or becoming tenants on the land they formerly owned.

As food production becomes increasingly concentrated, so does food distribution and marketing. While there are 20,000 food manufacturing firms in the United States, fifty of those companies control about two-thirds of the industry's assets.[2] Large companies continue to buy out small companies every year. The monopoly control of food can increase prices for all. Witness the breakfast cereal market—over one hundred different types of cereal virtually all controlled by three companies. Such monopoly control of the food industry results in as much as $20 billion in overcharges to consumers each year.[3]

Advertising plays a major role throughout the world, teaching consumers new food habits and influencing their choice of products. The displacement of traditional foods by sodas, chips, and sweets has serious nutritional and economic effects. This is especially true for the poor, be they in New York or Nairobi. If their food dollar goes to buy low-nutrition food, there is nothing left for foods their bodies really need.

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2. Senate Subcommittee on Antitrust, Monopoly and Business Rights of the Committee of the Judiciary, *Hearings on the Impact of Market Concentration on Rising Food Prices*, 96th Congress, 1st Session on Rising Food Prices in the United States, April 6, 1979 (Washington, DC: U.S. Government Printing Office), 9.
3. Ibid., 62–69. In the hearings, overcharges due to monopoly power were estimated at $15 billion annually in 1975. Considering inflation and greater sales volume, by 1986 such overcharges can be estimated to have reached at least $20 billion.

Every day we are exposed to hundreds of messages about food. Packages, billboards, magazines, and television and radio commercials are influencing our tastes and food habits. In underdeveloped countries, food companies have used advertising to create markets for imported food products. An ad used in Africa in the 1970s appealed to parents' desire for their children's success with a picture showing a healthy African boy and the statement "He'll be smart. He'll go far. He'll eat bread." This ad equated intelligence and success with eating a nonindigenous food (wheat) that will not even grow well in much of Africa.[4]

A problem with falling into the rich world, poor world mentality is that we can begin to believe that somehow we in the industrialized countries benefit from the poverty of workers in underdeveloped countries. We fail to see that in the long run we do not benefit, we actually suffer. In the case of bananas, for example, plantation workers receive only 1 to 2 percent of the selling price of bananas. Only 11 percent of the money the consumer pays even stays in the country where the bananas are grown.[5] Eighty-nine percent of the cost of bananas goes to the companies selling and distributing the product. If workers received double the wages they now receive, it would not substantially

4. A typical ad appearing in an African newspaper in the early 1970s, cited in Jean-Yves Carfantan and Charles Condamines, *Vaincre la Faim, C'est Possible* (Paris: L'Harmattan, 1976), 63.
5. Frances Moore Lappé and Joseph Collins, *Food First: Beyond the Myth of Scarcity* (New York: Ballantine Books, 1978), 218.

increase the grocery store price of bananas. The banana companies would only have to give up a small proportion of their profits.

Many underdeveloped countries, such as the Philippines, Hong Kong, and Malaysia have set up free trade zones with laws that prevent workers from organizing unions for better working conditions or higher wages. Transnational corporations move their manufacturing facilities away from the industrialized countries to take advantage of these free trade zones. Again, the prices to U.S. consumers do not drop significantly when products are grown or made by low-paid workers. A study by the AFL-CIO recently examined two brand-name shirts, one made in the United States and one made in Singapore. The shirts sold for the same price in the United States, but the shirt made in Singapore cost about half as much to produce, thus benefiting the transnational corporation.[6]

The examples above demonstrate that the consumer in developed countries does not actually benefit a great deal by buying goods produced by poor workers. We can also see that enforced low wages and poor work conditions can actually hurt consumers in developed countries.

One way poor work conditions can hurt the consumer in developed countries is illustrated by the "circle of poison." This phenomenon occurs when companies in the United States and Europe export dangerous pesticides (often illegal where they are produced) to underdeveloped countries. To save time and money for the growers of crops, these pesticides are often used without proper equipment or instruction. Sometimes stocks of illegal pesticides are sold cheaply to dump remaining supplies. The illegal or dangerous chemicals damage the health of workers who grow the export crops, and the residues of these pesticides return to the developed country in imported food.

Hungry and poor people do not remain passive. Where adequate food, health care, and a decent salary are denied—as in the case of many free trade zones and agricultural plantations—people try to improve their lives. They may organize unions, strikes, boycotts, or educational campaigns. They may try to form cooperatives or other alternative work situations. In many countries, such as Guatemala and the Philippines under Marcos, these attempts at organization have been violently struck down by the armed forces. We often see our tax dollars being used to give aid to armies fighting their own people. (Lesson 6 covers the role of aid and development more fully.) Increasing amounts of people's incomes (in both the developed and underdeveloped countries) are feeding a growing militarization throughout the world. Ultimately, this hurts us all.

QUESTIONS TO EXPLORE

1. How has farming changed in the United States and abroad in the last century?
2. Why are farmers in different countries losing their land and being forced to move to cities?
3. What influences people to buy certain foods? Does advertising promote informed choices?
4. What are some problems with marketing food as just another product like stereos or cars?
5. How can export agriculture affect growers, farmworkers, and consumers? What are some of the effects in the exporting and the importing country?
6. What are some ways hunger and poverty affect everyone?

6. "Importing Rip-Offs," *Illinois Union Teacher* (October 1985), 11.

ACTIVITY 1: **LIFE ON THE FARM**

Students will read about peanut farmers in Senegal and about U.S. farmers. They will interview a local farmer and then discuss similarities and differences in farming around the world.

OBJECTIVES

- To compare farming in Senegal and the United States with respect to recent changes and the control of production and sales
- To interview a farmer and discuss what it is like to be a farmer
- To develop a class presentation based on research about farmers

MATERIALS

- Student handouts:
  Peanuts, Profits, and Poverty
  Hard Times in the Heartland
  Interviewing a Farmer
- Poster board or newsprint, markers

TIME

Thirty minutes to one hour for teacher's introduction, two to five hours for students' research, and two hours for class presentation

EVALUATION

Written or oral answers to study questions, class presentation can be graded.

VOCABULARY

developed country, gross national product, natural resources, underdeveloped country, World Bank

PROCEDURE

1. Ask students if they think there are "rich" countries and "poor" countries.

If a country has lots of resources, do students consider it a "rich" country? You can discuss their responses by comparing Zaire and France. Zaire has more than seventeen acres of land per person and France has only 2.47. Zaire is also rich in minerals such as cobalt, copper, and diamonds while France is relatively poor in minerals.

If a country produces lots of high-tech equipment like stereos and computers, is it a rich country? If students think of the U.S. and Japan, they'll say yes. Point out that Mexico and the Philippines produce high-tech equipment, yet are not considered rich countries.

Discuss with students how we are often taught to look for the differences between ourselves and people in other countries, rather than the similarities. Dwelling on differences leads to stereotyping others, breakdowns in communication, and blaming others for problems. (Students can discuss times they've been stereotyped and the problems and ill feelings it created.)

"Poor" and "rich" hide the fact that people all over the world face many similar problems. Tell students that this activity will compare the lives of farmers in a third world country with farmers in the United States.

2. Pass out the three student handouts for this lesson. Explain that students will be comparing the United States to another country to decide whether the causes of hunger exist only in "poor" countries or whether some of the same problems are faced by people in both "poor" and "rich" countries.

3. Give the students an opportunity to meet with each other to decide how to complete their handouts. They may also need to divide the tasks or organize out-of-class time to work on presenting their information to the rest of the class. Assist as needed in helping them organize their work.

4. Arranging an interview with a farmer can be a learning experience for students, but there may not be time for them to find a farmer. In that case, you can locate a farmer for students by following the procedure in the student handout *Interviewing a Farmer.*

5. When students begin to work on their presentations, try to schedule time with them to go over ideas, give suggestions, etc. Suggest that students use the questions on their handouts to help them decide on important points for their presentations. They should also start thinking ahead for ideas on how to present their findings. Presentation ideas might include oral reports, panel discussions (perhaps with guest farmers), graphs, charts, posters, flow charts, maps, collages, poems, plays, skits, songs, and quizzes (perhaps done in a game format).

6. Schedule class time for presentations. Afterward, discuss what students have learned.

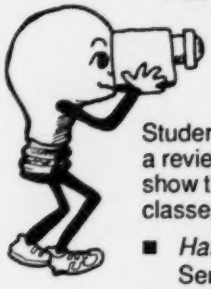
7. Wrap up this activity by discussing ways that farmers in both the United States and Senegal could improve their situation.

ACTION IDEAS

LEARN MORE

- *Agribusiness in the Americas* (book), by Roger Burbach and Patricia Flynn
- American Agriculture Movement (organization)
- American Friends Service Committee (organization)
- Center for Rural Affairs (organization)
- *The Fat of the Land* (book), by Fred Powledge
- *Gaia: An Atlas of Planet Management* (book), Norman Myers, ed.
- *Rural Advance* (periodical), National Sharecroppers' Fund/Rural Advancement Fund

TEACH OTHERS



Students can use the farmer interview as the basis for an article in the school or local newspaper.

Students can view a film or video, write a review for the school paper, and then show the film after school or to other classes. Suggested films:

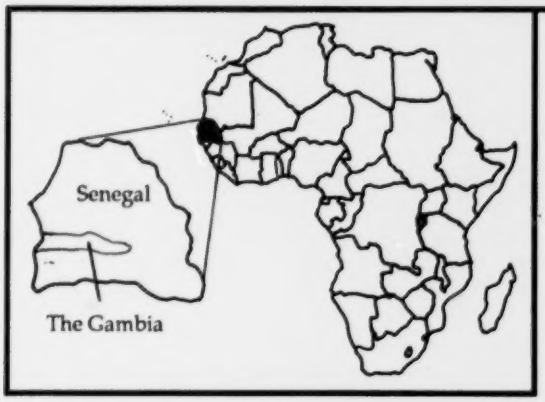
- *Hamburger, USA*, American Friends Service Committee
- *Potatoes*, National Film Board of Canada
- *Roots of Hunger, Roots of Change*, Church World Service

PEANUTS, PROFITS, AND POVERTY

If you don't live on a farm, it's easy to forget that food is not just something bought at a store. Whether it's an apple or a nacho chip, it began on a farm. All over the world people spend their lives growing food for other people to eat.

This project compares the lives of farmers in two countries, Senegal and the United States. As part of the project you will study readings about farming in Senegal and in the United States and perhaps interview a farmer. Please answer the study questions following each reading.

Begin by locating Senegal on a world map. It is a small country in West Africa. It is a low-income country, according to the World Bank.



Long before Columbus sailed to the Americas, in the part of West Africa that today is Senegal and western Mali, the Wolof and Serer peoples established prosperous societies. Their economies were based on agriculture and on trade with the desert-dwelling nomads of North Africa. Skilled weavers and ironworkers produced cotton and woolen cloth, tools, knives, and cooking utensils.

The peasant farmers' fields in the river valleys were watered and enriched by annual floods. When the floodwaters receded, the farmers planted the nutritious grain sorghum. On higher ground they grew millet, watered by the seasonal rains.

Farmers traded their extra grain to nomadic herders in exchange for milk, butter, meat, and hides. Because this trade took place between relatively equal partners, neither group prospered at the other's expense. Although they lived in the arid Sahel region on the edge of the Sahara desert, the exchange between farmers and herders helped both to survive droughts.

In 1659, France established a slave-trading outpost on the Senegalese coast. About one-eighth of the slaves traded to North America were taken by way of Senegal's port. During the nineteenth century, French armies conquered the interior of the country.

The French colonial rulers then set about to change the region's economy into a source of wealth for French investors. For the Senegalese people this meant shifting from producing food and crafts and supporting only themselves to producing enough goods both for themselves and the French. In economic terms, this is called shifting from a subsistence economy to a market economy. The French administrators also decreased trade among Africans by taxing the sale of locally made products. Artisans were put out of business by the taxes, and traditional manufacturing of cloth, shoes, tools, and soap declined. This helped create a market for products sold by French trading companies.

Additional taxes were imposed on men, women, and children over the age of seven. Those who couldn't pay were jailed and sometimes brutally tortured or forced to labor for the French. To get cash to pay their taxes and to buy goods now available only from France, Senegalese peasants had to grow new crops for sale to French traders.

Peanuts for Sale

The crop desired by the French was peanuts, a profitable source of oil. Regular shipments of peanuts to France began in 1884. The

amount exported rapidly increased to 200,000 tons in 1914 and to over 1 million tons in 1965.

By 1970, Senegalese farmers had to supply six tons of peanuts in order to obtain the same amount of goods they had bought for one ton of peanuts in the early days of the trade. This meant that the farmers had to bring more and more land under peanut cultivation.

The more land used to grow peanuts, the less there was to grow vegetables and grain. Most food was eaten in the month right after the harvest. Little or none was left to trade or to store in case of drought. In this way Senegal's food self-sufficiency was destroyed.

To make up for the shortage of food, Senegal began importing rice from the French colonies in Indochina. (There, as in West Africa, peasants were forced by taxation and the loss of their farmland to produce cash crops for export.) Even with food imports, food availability in Senegal has continued to decline.

Invitation to the Desert

In addition to removing land from food production, peanut farming caused great ecological damage. Peanuts deplete the soil of minerals and organic matter. Constant plowing and harvesting exposed the soil to the wind and increased soil erosion.

For generations the peasants had conserved the land by cultivating millet and sorghum, planting alternating rows of peanuts and grain, and allowing the land to lie fallow for several years between crops. The pressure to produce peanuts for the world market forced them to abandon their preferred farming methods. Increased peanut cultivation was an invitation to the desert to expand its boundaries.

When harvests were bad, hunger forced poorer peasants to sell their land to the wealthier farmers in exchange for food. The result was the development of a small class of well-off farmers and absentee landowners and a much larger class of landless laborers made up of the farmers who had been forced to sell out.

Not only small farmers but nomadic herders also suffered. It became harder for them to obtain grain from the peasants in exchange for animal products. Farming areas, which had provided grass and grain for herds during droughts, were now used to grow peanuts. Herders could no longer seek refuge in the river valleys during drought and had to graze their herds on the already eroded desert land. The result was chronic hunger even in good years and widespread starvation in bad years. Millions of farmers were forced to leave their traditional homes to become laborers on coastal plantations or to seek work in the capital city of Dakar or in other West African countries or in France.

New Freedom, Continued Dependency

In 1960, when many African nations were achieving their independence from colonial powers, Senegal became an independent country. However, the distortion of the economy and the destruction of the environment caused by eighty years of emphasis on export agriculture remained. Senegal still had to export peanuts to pay for imported manufactured goods and rice. In 1981, Senegal imported $241 million worth of food, 28 percent of its total imports.

As an unequal trade partner, Senegal is still at a disadvantage in the world market.

The price of peanuts has continued to decline in relation to the price of imported goods.
—Adapted from Kathy McAfee, *Exporting Peanuts and People* (Oxfam America, Boston), unpublished manuscript

VOCABULARY

absentee landowner, chronic hunger, distortion, ecological damage, economy, fallow, market economy, nomadic herder, organic matter, peasant, plantations, sorghum, subsistence economy

THINGS TO THINK ABOUT

1. What are some changes that took place in farming communities in Senegal in the last one hundred years? What were major crops one hundred years ago? Today? What were the occupations of people in these communities? What have been the causes of these changes, according to the reading?
2. How did farmers in Senegal decide what crops to grow one hundred years ago? Today? What is a similar situation in the United States?
3. Is the number of land-owning farmers decreasing or increasing? Why is the number of farmers changing?
4. How has peanut farming affected the environment? How has peanut farming affected the culture?
5. How were Senegalese farmers hurt by the French colonialists? How did the French benefit from the Senegalese?
6. If you were a Senegalese farmer, which type of farming would you wish to do: growing food for your family, growing peanuts for cash, or both? Why?
7. Why, after gaining independence, couldn't the Senegalese go back to their traditional ways?

HARD TIMES IN THE HEARTLAND

Find out what is happening with farmers in the United States and compare this with what you have learned about Senegal. The article that follows describes some of the problems of a U.S. farm family.

The United States took this part of the country, with its rich, productive soil, from the peaceful Delaware Indians in 1783.

A couple of years later, the government established the Indiana Territory. A white settler named George Clark was awarded twenty-five acres; the deed to his land was written on a piece of sheepskin. He built a small log cabin at the north end of his property, cleared the land of rock and trees and planted a crop. The cabin's stone foundation is still there.

It was the beginning of a central Indiana family farming legacy. The story may soon come to a sad end.

The Clarks have planted their crops in the sweet-smelling black soil for nearly two hundred springs. The land has had no other owner.

Dub Clark, sixty-two, is the current custodian of the land. He is also one of the 4,000 Indiana farmers who, state officials predict, could be wiped out in the current agricultural crisis.

"I had a dream when I got out of high school," Clark says, "I was gonna work until I was forty and then take it easy while the boys took over. I never got that dream, and I'll probably work until I drop dead.

"I'm sixty-two, and it seems the harder I work the further behind I get. I never wanted to be a rich man—just to have something to pass on to my family, like my daddy before me and his daddy and all the way back."

Clark, a proud and gentle man, is seated in his kitchen, mashing some Kentucky Club into his pipe and sipping coffee. His hands are chapped and calloused from a lifetime of outdoor labor. The possibility of losing his farm nearly renders him speechless. His soft blue eyes fill with tears and he stares into his black coffee, unable to force words out.

That such a horror could befall his family is incomprehensible to him. The Clark farm is

not merely a business broken down on balance sheets. It is the fabric that binds this Midwestern family together.

Jean, Dub's wife of thirty-six years, stands behind him, gripping his shoulder. "We're scared to death," she says softly. "It's worse than the Depression. We never thought it would come to this."

The original twenty-five acres grew to 198 over the years. Dub Clark still lives in the house he was born in. His father built it in 1901. The house is wood and stone, shuttered snugly against the winter wind that roars across snow-covered fields.

The elder Clark and his sons, Stan, thirty-four, and Richie, twenty-eight, who both live within a mile of the farmhouse, work the 198 acres they own outright, plus another 1,000 leased acres. They raise corn, soybeans, wheat, and hay.

In addition to growing the crops, the Clarks operate a dairy. The eighty-five cows must be milked twice daily, a chore that takes five hours a day. The eighty hogs also must be fed, the manure dumped into a truck and

spread over the frozen fields to enrich the soil for the spring planting.

The Clarks are relatively debt free. In the autumn they can vegetables from the garden to sustain the family through the winter. Family chickens provide the eggs.

The Clarks are frugal, their lives simple and barren of frills. They work hard, attend church, vote Republican, believe in God and country, and it's still not good enough. Their American dream has become a nightmare.

Dub welcomes son Stan into the kitchen and offers him coffee. Stan drinks coffee with his parents every morning. He says he may be forced to get an extra job, something no Clark man has ever done.

"All I ever want to do is farm," he says. "But if it comes to the point where dad might lose the farm, I'd get a second job. I got two boys of my own coming up, and I want to help them, but I hope they don't go into farming. I don't think the family farm will survive that long anyway."

The ominous signs for Midwestern Corn Belt farmers appeared around 1979. Farmland peaked at $3,000 an acre. Crop prices were soaring. Expansion fever gripped many farmers. [The U.S. Department of Agriculture urged farmers to increase corn and soybean production for the export market.] Using inflated land as equity, they borrowed heavily to buy new equipment and more land, assuming the high crop prices would last forever and bankroll the debt.

The bubble burst. Crop prices dropped, land values plunged 50 percent, and interest rates soared—a deadly combination of events. The Clarks avoided the expansion trap and heavy debt burden, but still they struggle under sagging prices.

Since the late 1970s, farmers' costs for seed, fertilizer, equipment, and interest have risen steadily while prices for their crops have fallen. The Clarks estimate their break-even point is $2.30 a bushel for corn, their main crop. At harvest time in 1984, buyers paid just $2.40 a bushel, barely enough for the family to cover the interest payments on loans. [In 1985, many farmers got only $2.00 a bushel for their corn.] In 1980, by contrast, corn was selling for about $3.68 a bushel, which provided a modest profit.

"Psychologically, this is the worst I've ever seen it," says Gary Reynolds, president of Reynolds Farm Equipment, the local John Deere tractor dealer. "I've had good and decent people lie to me because they are too proud to admit they can't make the payments. I feel embarrassed for them."

Up the road in Noblesville, the county seat, the local agricultural extension agent, Rolla Parsons, estimates that 25 percent of the county's six hundred full-time farms are in financial distress

The grim truth, Parsons says, is that the successful farmer of the future will be a manager, a full-time agricultural business man, sitting behind a computer; plotting market strategy; analyzing crop prices, yield per acre, and soil composition [what the soil is made of determines ability to grow crops]. The future farmer will never sit atop a tractor. He'll hire people for field work.

"The greatest joy a farmer gets is smelling that plowed spring earth," Parsons says. "The farmer of the future will never even step into the fields. It's a waste of his time and talent."

"How can you tell me I won't be able to turn that soil and stand out there and watch things grow?" Dub asks. "All year long I look forward to that spring day when I turn that first chunk of soil. It smells so sweet."

Dub Clark and his family farm by instinct, using techniques passed down through the generations.

"My dad always taught me if you can walk across the fields and no mud sticks to your shoes, then it's time to plant," Dub Clark says. "That's how I do it."

Someday the Clarks of Hamilton County could vanish, much like their predecessors on the land, the Delaware Indians, victims of the changing times and government policy.

"All we want is a fair return for our crops," Stan says. "Is that too much to ask of the government? We just want to farm our land."

—Adapted from "Hard Times in the Heartland," *San Francisco Examiner*, March 3,1985

VOCABULARY:

agricultural extension agent, balance sheets, equity, interest, market strategy, predecessors, soybeans

THINGS TO THINK ABOUT

1. Find the general location of Indiana on a world map. How has farming changed for Dub Clark and his family in the last twenty years?

2. What are the biggest expenses on the Clark farm? Why have these expenses increased so much?

3. What does Dub Clark think he can do about his situation? What would you do? What could Senegalese farmers do? If your group did not read the article on Senegal, discuss this with the group that read about Senegal.

4. Why did Dub and his family decide to farm more land, increasing the need for pesticides, fertilizer, and equipment?

5. The table below lists concentration of control over some agricultural supplies in the United States.

What effect might this control have on prices? What could you do if you didn't like the price of pesticides or tractors? What could you do if you couldn't sell your grain for as much as it cost you to grow it? (In your own community, how many companies control the supply of electricity and gas? If you do not like the prices, what can you do?) If you play the game Monopoly, what happens when your opponent controls most of the property? What parallels do you see between the problems of Senegalese and U.S. farmers?

6. The U.S. Department of Agriculture has shown that only 27 cents of each dollar the average U.S. consumer spends on food goes to the farmer, while the rest goes toward processing, packaging, distributing, and marketing. And even most of that 27 cents going to the farmer must be paid out again to purchase farm supplies. Less than 5 cents of the consumer food dollar remains as net income for the farmer. When food prices go up, does the farmer make a lot of money? Why or why not? What situation in Senegal parallels this?

7. Can you describe any other similarities between U.S. farmers and farmers in Senegal? (Think about effects of farming on the environment; the changes that have occurred; the loss of the farms; and the control by farmers over what they grow, production costs, and prices for their crops.) You might also use information from *Interviewing a Farmer* to answer this question.

AGRICULTURAL NEED	WHO CONTROLS THE SUPPLY
Fertilizer	8 companies control over 50 percent of sales
Corn Seed	2 companies sell over 50 percent of seed corn
Tractors	4 companies share over 83 percent of the market
Animal Feed	2 major companies dominate the market
Markets	6 companies control more than 80 percent of the world's grain trading and set the prices farmers are paid.
Pesticides	4 companies control 60 percent of the production

INTERVIEWING A FARMER

1. First, decide whether you'd like to interview a large farmer or a small one. In the United States, there can be a major difference between how a small farm (less than $100,000 in sales) is operated compared to a large farm ($500,000 or more in sales).

If you live in the city, one of the best places to locate a farmer during spring, summer, and fall is a farmers' market. If you go to a farmers' market, remember that in some places the people who sell at these markets are not all farmers. Some buy their produce from farmers or from large wholesale markets and resell it.

Remember that a market is a very busy place for most farmers, so ask if you can set up another time to interview the farmer, perhaps after the market is closed. Indicate that it will take one hour.

If you live in a rural area or small town, go to a feed store, grain elevator, or seed company and ask the people working there if they can help you find a farmer to interview.

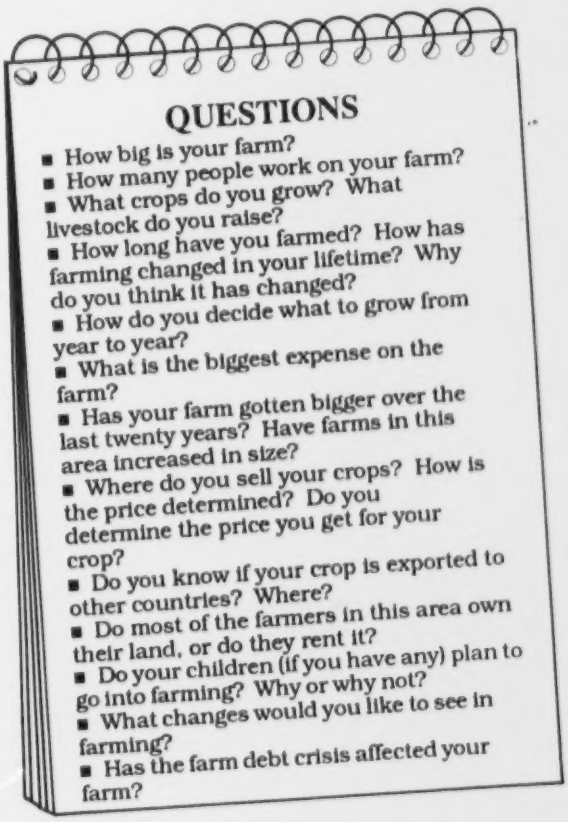
In most counties in the United States, there is an office of the Cooperative Extension Service. It is usually listed in the phone book as (your local) County Cooperative Extension Service. This office coordinates 4-H clubs in your county and often has listings of farmers (both large and small) who are willing to be interviewed by students.

Counties throughout the United States also have local U.S. Department of Agriculture offices. One of the agencies in these offices is the Soil Conservation Service. This office may be able to provide you with the name of a farmer who could be interviewed.

National organizations of farmers could probably help you locate farmers in your area. These include:

- National Farmers Organization (NFO), 475 L'Enfant Plaza SW, Washington, DC 20024.
- National Farmers Union, 1012 14th Street NW, Washington, DC 20005.
- American Agriculture Movement (AAM), 100 Maryland Avenue NE, Washington, DC 20002.
- Regenerative Agriculture Association, 222 Main Street, Emmaus, PA 18049.
- U.S. Farmers Association, Box 8445, Minneapolis, MN 55408.
- The Farm Bureau, (often represents views of large farmers and agribusiness)

2. Get together with your group and brainstorm questions to ask the farmer. You will find some suggested questions below to add to your own.


QUESTIONS
■ How big is your farm?
■ How many people work on your farm?
■ What crops do you grow? What livestock do you raise?
■ How long have you farmed? How has farming changed in your lifetime? Why do you think it has changed?
■ How do you decide what to grow from year to year?
■ What is the biggest expense on the farm?
■ Has your farm gotten bigger over the last twenty years? Have farms in this area increased in size?
■ Where do you sell your crops? How is the price determined? Do you determine the price you get for your crop?
■ Do you know if your crop is exported to other countries? Where?
■ Do most of the farmers in this area own their land, or do they rent it?
■ Do your children (if you have any) plan to go into farming? Why or why not?
■ What changes would you like to see in farming?
■ Has the farm debt crisis affected your farm?

3. After your group has located a farmer, call her or him. Introduce yourselves, state your purpose, and ask to set up an interview. Indicate that your interview is part of a class project to study food and hunger and that your interview can be at a time that is convenient for the farmer. If you have trouble with transportation, it may be possible to conduct the interview over the phone, although this is not as informative as visiting the farm.

4. Most farmers are happy to show you around their farms, so dress neatly but be ready to go outside. Make sure you arrive on time for your interview.

Introduce yourselves. Ask the questions you prepared, but let your conversation with the farmer develop naturally. You may find out about topics that you didn't even think about beforehand!

If the farmer doesn't mind, you might wish to tape record your interview. Some people may want to take notes, while others take photographs or just listen. When your interview is done, thank the farmer.

5. Remember to write the farmer a thank-you note after the interview. This is really appreciated.

6. Have a group meeting after the interview to discuss what you learned about food production in the United States and what it is like to be a farmer. (This might be a good time to work on your presentation.)

7. Your group should meet and discuss how agriculture has changed in the United States and Senegal. How are the two countries similar? How are they different? What do you think it is like to be a farmer in either country?

You may decide to give a report to the class. Can you make any diagrams, charts, or tables to emphasize your major points? Would the farmer you interviewed like to speak to the whole class?

You could write a skit about farming. Possible scenes could include a farm family from North America or West Africa discussing why and how they have to sell the farm, a Senegalese farmer meeting a U.S. farmer, or a farmer trying to get a loan from the bank.

ACTIVITY 2: **SELLING FOOD**

Students will look at how advertising affects food-buying in both underdeveloped countries and developed countries.

OBJECTIVES

- To read about and discuss the effects of infant formula advertising in third world countries
- To describe why advertising is so powerful
- To conduct a media watch on food advertising in the United States and analyze the messages received
- To compare the effects of advertising in the third world to the effects in the United States
- To prepare a class presentation about food advertising
- To devise positive roles for advertising

MATERIALS

- Student handouts:
  Babies at Risk
  Media Watch
- Posterboard or newsprint paper
- Markers

TIME

Thirty minutes to one hour for the teacher's introduction, one hour in class and two or more hours of outside work for the activities, and two hours for class presentations

EVALUATION

Written or oral answers to study questions, class presentation

VOCABULARY

infant formula, advertising

PROCEDURE

1. Discuss with students how this activity compares the lives of consumers in developed and underdeveloped countries.

2. After giving a general introduction using information from the teacher background section, hand out *Babies at Risk* and *Media Watch.*

3. Assign students to read *Babies at Risk* and to complete the questions included.

4. Give students a short amount of in-class time to discuss their reactions to the reading and their answers to the questions.

5. Have students complete the *Media Watch* table.

6. When students have completed the table, have them discuss the questions and compare the infant formula situation with that of food advertising in the United States.

7. Help students prepare a class presentation. Ideas are included on the handouts.

8. Schedule class time for presentations.

9. Wrap up by asking students to list as many similarities as they can between consumers in underdeveloped countries and consumers in developed countries, especially the ways their food purchases are affected by advertising.

ACTION IDEAS

LEARN MORE

- *Diet for a Small Planet* (book), by Frances Moore Lappé
- *Eat Your Heart Out: How Food Profiteers Victimize the Consumer* (book), by Jim Hightower
- *Nutrition Action* (periodical), Center for Science in the Public Interest

JOIN OTHERS

Students can join organized boycotts of food products and corporations that use false or misleading advertising.

- *Cooperative Trading* (newsletter), Cooperative Trading/Friends of the Third World
- INFACT (organization)
- Interfaith Center on Corporate Responsibility (organization)
- *National Boycott News* (periodical)
- United Farm Workers (organization)

BABIES AT RISK

Have you ever bought something that you really didn't need or want until you saw an advertisement? Have you thought about what made you buy it? This project examines how people are influenced in their food buying.

The first reading concerns baby formula marketing in various countries. Please read it and discuss the study questions within your group.

One example of advertising and its tragic results is the marketing of infant formula in underdeveloped countries. For the past fifty years people have been able to buy a manufactured substitute for mother's milk. This product, infant formula, can be fed to a baby from a bottle. There are many differences between breast milk and infant formula.

Breast milk is fresh, unprocessed, and uncontaminated by bacteria in the environment since it goes directly from mother to baby. A mother's first milk, colostrum, is rich in digestive enzymes and antibodies (anti-infection substances) that the mother's body has made for the baby. For this reason, breast-fed babies are protected from many digestive problems and infections while they are nursing. Infant formula is made from cow's milk that has been heated, sweetened, and fortified with some vitamins. It does not contain the enzymes and antibodies of breast milk.

About 95 percent of mothers are physically able to breast-feed their infants, but many parents bottle-feed their babies because it is convenient. Bottle-feeding makes it possible for a father, other relative, friend, or daycare person to give a bottle. It may be difficult for mothers to breast-feed if they work outside the home.

When a new mother starts using formula, her milk flow is reduced. She becomes more and more dependent on purchased products and cannot easily go back to breast-feeding. Using formula also reduces the length of time a woman produces milk.

In the 1950s and 1960s, most women in the United States did not breast-feed. As education about the advantages of breast-feeding became available, more women began breast-feeding their infants. As mothers in industrialized countries returned to breast-feeding their babies, the companies that produced formula needed a new market for their product. They began to sell their product in underdeveloped countries. These companies (called transnationals because they market across national borders) had to use aggressive advertising and promotions to create a demand for their product.

Using infant formula is a luxury many poor families cannot afford. For the average worker in the third world, purchasing formula for one baby would use 40 to 60 percent of the family's budget, leaving other family members hungry. Formula is often watered down to insure that the powder or concentrate lasts longer. So babies can easily become undernourished.

Infant formula requires careful preparation, clean bottles, and access to clean water. In many countries, fewer than 10 percent of the people have access to clean water. People who do not have refrigerators have to leave prepared formula out in warm temperatures, where the formula becomes a breeding ground for infection-causing bacteria. Fuel for heating and sterilizing the bottles is often scarce, so dirty bottles have to be used. Instructions for preparing formula may be unclear, complicated, or in a foreign language.

Health organizations all over the world have described how millions of babies have become sick with infections or starved to death because of infant formula.

So how are people in underdeveloped countries stimulated to buy infant formula? Advertising is used to appeal to parents' desire to give their babies the best they can. Poor parents may see baby formula as one advantage they can afford to buy for their children. Giveaways, radio jingles, and billboards give the message that the modern, caring mother bottle-feeds her baby. Pictures of chubby, laughing babies give the impression that bottle-fed babies are healthier.

Some companies hire "mothercraft personnel" (salespeople in nurse uniforms) to give healthy baby training sessions to encourage mothers to use formula. Free samples are often given to doctors and health workers who pass them on to new mothers. The giveaways in hospitals and clinics are all the more effective because it seems to mothers that hospitals recommend formula.

After years of international protest, including a boycott of one of the major third world marketers of infant formula, the World Health Organization developed a policy forbidding the use of some of these techniques to sell infant formula because formula endangered the health of babies in poor families. Some infant formula companies have adopted this policy. Unfortunately, other companies continue to market formula as before and have actually increased sales where there are now fewer competitors.

—Based on information from Infant Formula Action Campaign, 310 E. 38th St., Suite 3091, Minneapolis, MN 55409; and Science for the People, 897 Main St., Cambridge, MA 02139

VOCABULARY

boycott, colostrum, infant formula, informed choice, transnationals, underdeveloped country

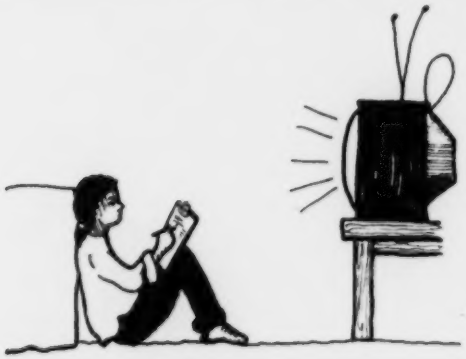
THINGS TO THINK ABOUT

1. What are some reasons mothers would choose to bottle-feed?
2. Describe some techniques used to encourage people to use infant formula rather than breast-feed their babies. Do these techniques help consumers make an informed choice?
3. What are some of the health effects of infant formula marketing?
4. Who profits from infant formula marketing? Who is hurt by it?
5. Do you think other products are marketed to poor people in similar ways? Can you think of examples?
6. Why would companies fully aware of the nutritional problems in feeding babies formula continue to market it?

MEDIA WATCH

The U.S. food industry spends billions of dollars each year on advertising and marketing of various food products. To become more aware of efforts companies make to influence the foods we purchase, it is important to think about what advertisements tell us about foods.

Choose one of the options below and fill out the data table. (If you are working with a group of students, divide yourselves into two sections so both options can be covered.)



MEDIA WATCH OPTIONS

1. Scan at least three different magazines and clip food advertisements from each. Fill in the Media Watch table with descriptions of at least ten of the ads you have collected.
2. Watch at least two hours of commercial television and fill in the table whenever you view a commercial advertising a food product. You may want to divide your group so that you cover a variety of programming such as Saturday morning cartoons, daytime soap operas, weekend sports, or prime time adventure shows.

THINGS TO THINK ABOUT

1. Describe some techniques used to encourage people to purchase certain food items. Do these techniques help consumers make informed choices about foods?
2. What sorts of food products are advertised the most? Look at the nutrition labeling on some of these products. Are they high in protein or vitamins?
3. What do you imagine are some of the health effects of food advertising? What are the effects of increasing the amount of soft drinks and snack foods in our diets?
4. Who profits from food advertising? How do advertised foods compare in price with nonadvertised or generic foods? (You might want to check this at a local supermarket.) How do advertised foods compare in nutritional value to nonadvertised or generic brands?
5. Could food advertising be used to help consumers? How?

VOCABULARY

informed choice, prime time, generic foods

IDEAS FOR YOUR GROUP PRESENTATION ABOUT SELLING FOOD

1. You could do a skit showing infant formula marketing in the third world, portraying a mother and a salesperson.
2. It might be interesting to do a class survey about why classmates buy certain foods and other items such as clothes or records. Do people often choose brand names over house brands? Why? What effect does peer pressure have on the food we eat? You may want to present the results of this Media Watch on a chart.
3. You might write a questionnaire asking people to list their three favorite foods, their favorite brand names, why they choose certain foods, etc. After collecting the questionnaires, your group could lead a class discussion based on the results.

MEDIA WATCH

SOURCE OF ADVERTISEMENT (name of TV program or magazine)	AUDIENCE FOR ADVERTISEMENT (who is the ad aimed at: women, teens, sports fans, etc.)	PRODUCT ADVERTISED	METHOD USED TO CONVINCE CONSUMER TO BUY

ACTIVITY 3: **WHO SUFFERS, WHO BENEFITS?**

Students will examine the pros and cons of having low-paid foreign workers grow food or make consumer goods for export to the United States, and they will role-play people involved in the strawberry export industry.

OBJECTIVES

- To discuss the ramifications of using goods made in other countries
- To discuss workers' living conditions
- To analyze an example of export agriculture and examine the problems of different people involved in export agriculture
- To develop a possible solution or solutions to the problems of one group involved in export agriculture
- To see how one group's solution affects other groups
- To develop a possible solution to the problems of all groups

MATERIALS

- Student handouts:
  Red Berries, Green Harvest
  Role Cards
- Blackboard and chalk, or paper and markers

TIME

Two class periods

EVALUATION

Class discussion, essay based on the questions in step 6

VOCABULARY

export agriculture, pesticide

PROCEDURE

1. Begin the discussion by asking students to name products produced in other countries. (You can use the handout *Where Our Food Comes From* in lesson 2 for background.) You can ask students to check labels on various items: clothing, shoes, electronic equipment, etc. Ask if there are any problems with producing goods in other countries, such as the low wages paid to workers in many underdeveloped countries. Explain that even when foreign workers are paid low wages, the prices paid by U.S. consumers do not change very much.

2. Either read to the class or assign the handout *Red Berries, Green Harvest* describing the movement of a portion of the strawberry-growing industry from the United States to Mexico.

3. Divide students into six groups and hand out role cards to each group. Each group plays one character, and everyone in the group should have the card for their character. Give students time to discuss their roles. Write the name of each group on the board, and ask members of each group to describe a problem that their group has. Actual descriptions of the problems are on the role cards. Write the problems on the board with each group name.

4. Give the groups fifteen minutes to come up with solutions to the problems in the strawberry story.

5. After students have discussed their ideas about solutions within their groups, have each group present its problem and solution to the class. Write their suggestions on the board. Ask the other groups to react. Are there some groups with mutual concerns? Are there groups who don't agree on a solution?

6. Wrap up by discussing the following points:

a. Did anyone benefit from the situations in the strawberry story? If so, who benefited? Did that person or group have any problems? What were they?

b. Can you think of some examples in which a minority benefit and a majority live in hunger or poverty? South Africa is a prime example. What are the costs of having only a small minority do well while the majority suffer? Some examples are U.S. corporations continuing to flee to other countries where the wages are low, people fleeing to the United States to either gain higher wages or escape conditions that keep them poor, people resisting hunger and opposing their governments, militarization and the likelihood of war increasing.

c. Do you think that world hunger affects you? Name some ways.

ACTION IDEAS

LEARN MORE

- *Circle of Poison* (book), by David Weir and Mark Schapiro

JOIN OTHERS

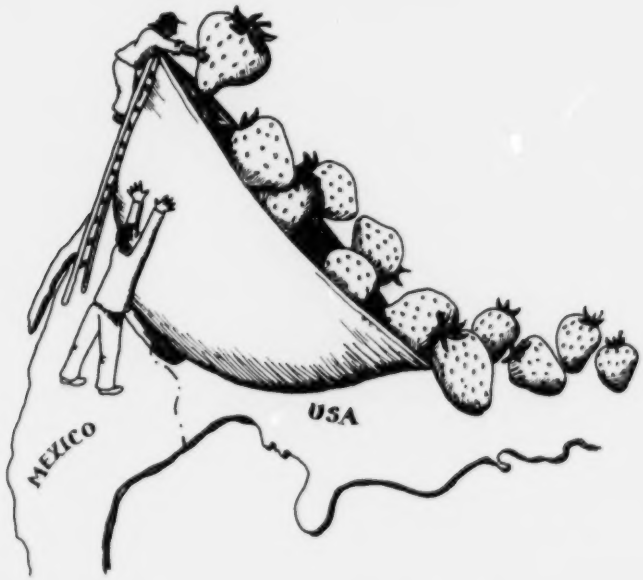
Students can strengthen the ties between themselves and third world students by organizing a sister schools project.

Sister schools are being set up across the United States. When your school becomes a sister school to a school in an underdeveloped country, you will have the opportunity to learn a great deal about that country. You and your students can write letters to foreign students, raise funds for the sister school to buy materials, and even work toward a student exchange with other schools.

Teachers and students in Saint Louis, Missouri, have begun a program called School to School, in which their school has adopted a school in Haiti. The students in the United States raise $150 a month to help pay a teacher and buy hot lunches, school supplies, and sporting goods.

- Educators for Social Responsibility (organization)
- *School to School* (slide show)

RED BERRIES, GREEN HARVEST



A bowl of strawberries in milk. You wouldn't think these innocent berries have such a complicated life story. The berries in your bowl have traveled here from southern Mexico. Why do they come from so far away when they can grow in the United States?

In the 1960s, U.S. fruit distributors decided that U.S. consumers should have strawberries available during the off-season, when it was too cold to grow them in the United States. Large amounts of money were spent signing up farmers and building processing factories in Mexico, where berries could be grown during the U.S. winter. As it turned out, the Mexican growing season overlapped the U.S. season by three months and created a surplus of strawberries in the United States. The extra berries were frozen, so the grocery store prices paid for fresh strawberries stayed high. Wages paid to strawberry pickers in both countries declined during the following seasons since there were abundant frozen strawberries.

Strawberry growing in Mexico was modeled after strawberry growing in the United States, but it proved to be much cheaper for the fruit companies. Irrigation water, land, and labor were much cheaper in Mexico than in the United States. There were also fewer restrictions concerning the use of pesticides and fertilizers than in the United States. Even though most of the mechanical equipment had to be imported from the United States, it was the Mexican farm owner or manager who paid for this, not the fruit company.

While many Mexican farmworkers flocked to the strawberry farms to find work, it was temporary work at best. These workers moved their homes and found work for only six months at a time. U.S. farmworkers sometimes lost their jobs, too, if fruit companies decided to cut U.S. production in favor of cheaper berries from Mexico.

Meanwhile, U.S. consumers might have thought they'd be getting berries for less money. A trip to the store revealed that the strawberry price hadn't dropped at all.

—Based on Ernest Feder, *Strawberry Imperialism* (Mexico City: Editorial Campesina, 1978)

ROLE CARDS

U.S. Strawberry Farmer

I own a small farm and I lost my market because I couldn't keep up with the big growers. If the weather is bad for me, my crop is poor. If the weather is bad for the company farms around here, they make up the loss on another farm in another place.

Fruit Company Executive

I don't like this situation. The workers here threaten to strike, the workers there threaten to strike. We'll lose money if we give in to their demands. Already some of our farms in the United States are not making money for us.

U.S. Strawberry Picker Working on a Large Company Farm

My job was never very secure, but now I can't count on it at all. If we demand better wages or working conditions, the farm manager tells us that next year we won't pick at all, that they'll grow all the berries in Mexico.

Mexican Farmworker Working on a Company Farm

I don't like it that we have to use insecticides that make us sick. Last year I was so sick that I could only work three months on this farm. It's hard work and the wages are very low, but I need the money to live. If I went on strike, someone else would take my place.

U.S. Grocery Shopper

It seems like the price of food just goes up and up. They say that food is grown in other countries where production costs are cheaper, but it still costs me the same amount. I remember once, too, when I had to quit buying strawberries for a while because they sprayed some dangerous chemical on them in Mexico. Since the chemical was illegal in the United States, that really made the prices go up for U.S. strawberries—if you could even find them in the stores.

Mexican Farmer Contracting With Fruit Company

My workers act like they're going to strike this year. I guess I can get other people from around here to work. I hope there is no violence. If I give the workers more money, the fruit company doesn't give me more money to make up for it. And I still have to buy equipment from the United States at higher and higher prices.

LESSON

WILL MORE FOREIGN AID HELP END HUNGER?

6

ACTIVITY 1 **AID FOR WHOM? AID FOR WHAT?**
ACTIVITY 2 **DEVELOPMENT FROM WITHIN—OR WITHOUT?**

LESSON 6: WILL MORE FOREIGN AID HELP END HUNGER?

COMMON ASSUMPTION: The best way to end hunger is to increase and improve foreign aid programs.

DESCRIPTION

This lesson discusses both government and private aid programs but deals primarily with government aid. It is concerned with the criteria donors currently use for providing aid. The lesson also looks at how even seemingly benign development aid can hurt people. The topic of foreign aid is complex and difficult to understand. This lesson does not attempt to give an in-depth look at all types of aid, but aims to stimulate students to think about two facets of the topic: who gets government aid and why, and how aid for development can either alleviate poverty and hunger or exacerbate problems.

ACTIVITY 1

Aid for Whom? Aid for What? has students learn the forms U.S. government aid takes and who gets aid. They discuss the criteria for giving aid to countries and relate the terms *national interest* and *foreign policy* to aid distribution. Students will evaluate whether or not military aid and support of governments that are not helping their poorest citizens can really be in the national interest. They finish by discussing ways they can work to change government aid policies.

ACTIVITY 2

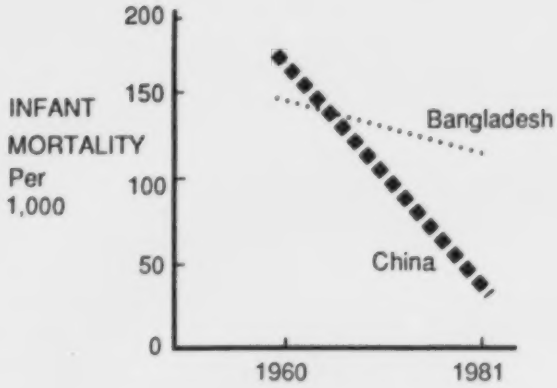
Development from Within—or Without? asks students to discuss the meaning of development and compare two development programs in Sri Lanka: a large-scale dam project funded through international aid sources, including the U.S. Agency for International Development (AID), and a community-based development project originating within the country.

BACKGROUND FOR THE TEACHER

It is a commonly held belief that if only the wealthier nations of the world would give more aid to poorer nations, world hunger would be ended. But after decades of foreign assistance and foreign-directed development schemes, poverty in many underdeveloped countries—including some major recipients of U.S. foreign aid—is actually as severe as ever, or even worse. Thus it is important to question the assumption that foreign aid is the key to ending hunger.

Bangladesh serves as an example. Since 1970 Bangladesh has been the focus of much government and private foreign aid. Overseas development aid, in fact, represents one-third of the national budget.[1] As a recipient of aid from other countries, Bangladesh ranked third in 1982, after India (with seven times as many people) and Egypt. Yet this vast influx of aid seems to have done little to improve the well-being of the majority. If we take a common measurement of nutritional well-being—infant mortality rates—we see that over a period of two decades the rate dropped only marginally in Bangladesh, from 160 per thousand live births to 130. Yet in China, which received one-twentieth of the aid per person Bangladesh got during the same period, the numbers fell from a higher rate of 170 down to 41.

1. UNICEF, *The State of the World's Children 1985* (New York: Oxford University Press), 124.



Source: UNICEF, *The State of the World's Children 1985*, table 1, 114.

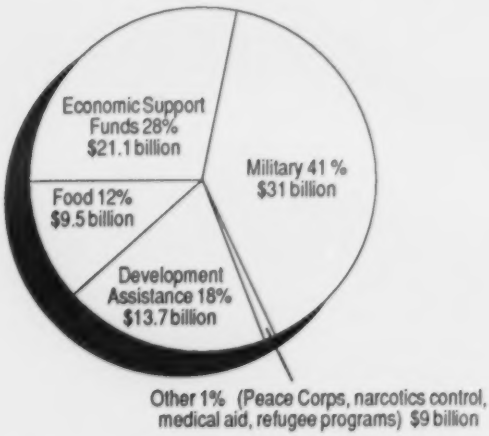
When using comparisons such as this, we must remember that factors *other* than aid amounts should be taken into consideration before drawing conclusions. A government's concern for its hungry people, its focus on economic development, and its distribution systems all determine whether aid helps, has no effect, or has negative effects. This lesson will explore some of the reasons the level of poverty and hunger throughout the world has not been reduced by foreign aid, and some steps that might be taken to see conditions improve in the future.

A Sketch of U.S. Foreign Aid

Let's look at how our government's foreign aid budget is organized and how funding has been distributed over a five-year period from 1981 through 1986.

■ **Military Aid.** The first thing we notice on the pie chart is that U.S. foreign aid is dominated by military aid—not sacks of grain, tractors, and agricultural experts, but missiles, tanks, guns, and military advisors. If we investigate where some of this aid has been going, we learn that a number of the recipients—the governments of Zaire, Indonesia, Turkey, El Salvador, and the Philippines (under Marcos)—have been notorious for human rights violations and repression of the poor.

■ **Economic Aid.** The rest of U.S. aid is referred to as economic aid. The bulk of our economic aid goes to just two countries, Israel and Egypt. Israel's 1982 gross national product was $5,090 per person,[2] which ranks it well above the poorest countries in the world. Others among the top ten recipients of U.S. aid are three allies in Central America: El Salvador, Honduras, and Costa Rica.[3]


Economic Support Funds 28% $21.1 billion
Military 41 % $31 billion
Food 12% $9.5 billion
Development Assistance 18% $13.7 billion
Other 1% (Peace Corps, narcotics control, medical aid, refugee programs) $9 billion

Sources: for 1981-1985, Agency for International Development, *U.S. Overseas Loans and Grants*.

Economic aid includes the following:

Economic Support Funds. Foreign governments can use these loans and grants largely as they see fit. Although these funds are not supposed to be used for military purposes, they free up other resources that can then go to the military.

Development Assistance. During the 1960s and 1970s most development assistance went to build roads, dams, communications installations, and other major facilities in recipient countries. The main beneficiaries were large landowners and business people able to take advantage of such facilities. More recently,

2. World Bank, *World Development Report, 1985* (New York: Oxford University Press), 219.
3. U.S. Agency for International Development, *Congressional Presentation Fiscal Year 1987*, Main Volume, 666–668.

the trend has been toward smaller-scale projects, including agricultural credit programs and the development of small and medium-sized businesses. But even the smaller-scale projects fail to reach the poorest people. After reviewing twelve years' experience with small-farmer credit programs, the U.S. Agency for International Development concluded that the benefits were "highly skewed against the small farmer and the landless poor." [4]

Under current law, our aid is "tied," meaning that any outside goods or services paid for with U.S. aid funds must come from the United States—even if they could be purchased more cheaply elsewhere. This discourages local self-reliance.

Many agricultural aid programs concentrate on promoting cash crops for export, not food crops. In Guatemala, for example, aid programs have encouraged the production of cauliflower and broccoli for export at the expense of growing corn and other locally consumed crops.[5]

And most development aid programs concentrate resources and training on men, ignoring the major role of third world women in agriculture. In Africa, women provide 60 to 80 percent of the agricultural labor but have received little assistance or instruction.[6]

Food Aid. You may have heard the argument that if only we'd cut our military aid and just give more food to countries with hungry people, we could better address the problem of hunger. But food aid can also *contribute* to the very causes of hunger.

First, over half of U.S. food aid is not given away but *sold* to third world governments, which then resell it to those who can afford to pay.[7] Since by definition the hungry are those too poor to buy the food they need, how could this type of food aid help them? In Bangladesh, for example, the vast majority of food aid is sold to the urban middle class. Only 20 percent of U.S. food aid in that country ever reaches the rural areas where the greatest hunger exists.[8]

Second, food aid can actually hamper agricultural development in the recipient countries. Flooding countries with low-cost grain can undercut the prices that local farmers receive. If local farmers then find it unprofitable to grow food for the market, the result can be a decline in local food production. Aid workers in Ghana and Lesotho have reported that local farmers won't risk the investment of planting crops for later sale when there is lots of imported grain available through food aid programs.[9]

Third, since it was launched in the 1950s, the food aid program has been a way to get rid of surplus agricultural production. Food aid donor nations generally have temperate climates where crops such as wheat grow well, while most recipient countries have tropical climates. About half of U.S. food aid shipments to Africa have been in the form of wheat, but wheat cannot be grown economically in many places in Africa. The result can be long-term dependency on imports as tastes shift away from traditional, locally grown foods.

Fourth, food aid, such as the large, yearly shipments to Bangladesh, can take pressure off the recipient government to carry out land redistribution and other reforms necessary to address the root causes of hunger. With cheap food flowing into the country (keeping at least the city people supplied with low-cost grain), why should the government confront the wealthy rural landowners and undertake reform to address the grossly unequal control over the land?

Given all these problems inherent in food aid, many economists, development workers, and others concerned about world hunger are beginning to question it. They often distinguish

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4. "A Synthesis of AID Experience: Small-Farmer Credit, 1973–1985," AID Evaluation Special Study No. 41, October 1985, 11.
5. Frances Moore Lappé, Rachel Schurman, and Kevin Danaher, *Betraying the National Interest* (New York: Grove Press/Food First Books, 1987).
6. Uma Lele, *The Design of Rural Development: Lessons from Africa* (Baltimore: Johns Hopkins University Press, 1976), 26, 76–77.
7. Frances Moore Lappé, Joseph Collins, and David Kinley, *Aid as Obstacle* (San Francisco: Food First Books, 1981), 93.
8. Betsy Hartmann and James Boyce, *Needless Hunger: Voices from a Bangladesh Village* (San Francisco: Food First Books, 1982), 45–48.
9. Tony Jackson with Deborah Eade, *Against the Grain: The Dilemma of Project Food Aid* (Oxford, UK: Oxfam, 1982), 87–89.

between emergency food aid for famine relief—an inescapable necessity to save lives—and the vast bulk of food aid, which is a year-in-year-out transfer of food. This latter type becomes just another way of shoring up a government favored by the donor.

A report to the European Parliament of the European Economic Community (Common Market) stated that food aid is "an inefficient way of distributing surplus European production, associated with high costs [and] countless mishaps...[with] scarcely any control over how it works and what effects it achieves."[10] And the Canadian Council for International Co-operation, an umbrella group for seventy-five voluntary agencies, has recommended that "except in cases of emergencies, food aid be abolished."[11]

Other. About 1 percent of our foreign aid budget goes to support the Peace Corps, medical aid, refugee programs, and narcotics control.

Aid and the National Interest

U.S. government officials have made it clear that our aid policy is determined by foreign policy concerns—aid goes to reward allies and punish those who do not support U.S. policies. The Congressional Research Service has stated that U.S. aid "is designed to achieve U.S. military, security, diplomatic and economic objectives, and, thereby, to serve American interests."[12] Neither a recipient's need nor evidence that it is carrying out reforms to eliminate hunger is a primary criterion in the distribution of U.S. aid.

Aid programs of *every* government are, for the most part, designed to serve the national interest. So the critical question becomes, what is the national interest? As part of exploring this issue, other questions surface. For example, does it serve the interests of most Americans to provide aid dollars that help keep in power governments that are protecting a minority of wealthy landowners resisting reform? What might be the costs to Americans of increasing military aid to these same unpopular governments? What might be the costs of equating the U.S. national interest with the maintenance of virtually any government that claims to be on our side against the Soviet Union? An exploration of the content and direction of foreign aid brings up these challenging questions for class discussion.

Private, Nongovernmental Aid

Since your students will probably have heard of such fund-raising activities as Live Aid and USA for Africa, many will no doubt be curious about where this money goes. The funds raised through these efforts are channeled through *nongovernment organizations.* Among Western industrial societies, such voluntary aid is only about 10 percent as large as government aid outlays.

In the United States alone there are hundreds of organizations that offer aid programs to other countries. These programs range in size from multimillion-dollar operations to small community-based groups. In many cases, these organizations work directly with foreign governments and must comply with the policies of those governments, whether or not they help the hungry. Some organizations offer aid as a part of their effort to encourage people to adopt certain religious or political viewpoints. Others may rely heavily on U.S. government funds and indirectly act to enforce U.S. foreign policy.

However, a number of nongovernment organizations receive little or no government aid, give services regardless of the recipients' religious or political beliefs, and encourage locally organized and managed projects. Many are working hard to develop programs that empower the poor rather than merely offer charity.

10. Ibid., 2.
11. Ibid., 3.
12. Stanley J. Heginbotham, "An Overview of U.S. Foreign Aid Programs," Congressional Research Service, Library of Congress, Washington, DC, 1985, CRS-7.

What Is Development?

There are many definitions of development and many views of what changes are necessary to end hunger. Your students will be encouraged to think about these definitions, especially in activity 2. Research at the Institute for Food and Development Policy, which produced this curriculum, suggests that empowerment, not charity, will end hunger in the long run. By empowerment we mean the process of people awakening to their own innate dignity and their capacity to overcome obstacles by working with neighbors who share their problems. In every country where people suffer from hunger, you will also discover people working for change. They are organizing cooperatives for farming and marketing, teaching each other about agriculture and nutrition, trying to change their government's policies so that access to resources such as farmland is fairer. In all of these ways, they are gaining greater self-direction while working to overcome the root causes of hunger.

Our responsibility as Americans in relation to hunger abroad is not to go in and try to solve other people's problems for them. It is to make sure that our tax dollars are not used to make *more* difficult for poor people the already enormous task of ending hunger and building more democratic societies. Moreover, it is to work in our own communities and our nation to end hunger and poverty here, in part so that we can be an example of hope to others.

QUESTIONS TO EXPLORE

1. What is foreign aid?
2. What types of aid does our government give?
3. Why does our government give aid?
4. How does our country seem to choose which countries will receive aid?
5. Does aid really go to poor people? Where else does it go?
6. Under what circumstances can aid hurt poor people? How can it help poor people?
7. What is development? What is development assistance?
8. What are some of the hurdles blocking people's efforts to end hunger?

ACTIVITY 1: **AID FOR WHOM? AID FOR WHAT?**

Students will fill out a short opinion poll about U.S. government foreign aid. They will estimate and discuss our foreign aid budget, using a pie chart. Students will then compare maps of the ten poorest countries in the world (based on per capita GNP) and the top aid recipients and consider why our government provides aid to certain countries. Finally, the terms *national interest* and *foreign policy* are introduced and students will discuss their relationship to aid and hunger.

OBJECTIVES

- To complete an opinion poll about aid
- To analyze how the U.S. government aid "pie" is divided
- To compare the top recipients of aid with the poorest countries in the world
- To define national interest and foreign policy and relate these terms to foreign aid
- To imagine themselves in roles and describe their feelings about certain aid programs and the country that sponsored those programs
- To generate some ideas of ways young people can affect their country's policies

MATERIALS

- Student handouts:
  Cutting Up the Aid Pie
  The Top Aid Recipients and The Poorest Countries
  Aid in Action
- Wall map of the world

TIME

Two class periods

EVALUATION

Class discussion, optional quiz (written by teacher)

VOCABULARY

aid, assistance, bilateral aid, development, donor, famine, foreign policy, gross national product (GNP), national interest, per capita

PROCEDURE

1. Hand out *Cutting Up the Aid Pie.* Give the students five minutes to complete the four-question opinion poll. Write the questions on the board while students are working on the poll. Remind the students that the poll will not be graded, but discussed.

2. When students have completed the opinion poll, tally the answers to the questions. You can do this by a show of hands.

3. Tell the students that the group will be spending the next two class periods discussing foreign aid. Begin by referring to question 2 on the poll. Direct their attention to the pie chart on the handout. The pie is already cut into pieces corresponding to the breakdown of U.S. bilateral (government to government) aid from 1981 through 1986. The students will have to decide what type of aid goes in each slice of the precut pie.

The types of aid are as follows:

Military Aid. Weapons, advisors, items needed for spying, other items needed by the military. (41%)

Economic Support Funds. Funds for the receiving country to use largely as it sees fit—to help pay foreign debts or import goods from other countries, for example. Although it is not supposed to be used for military

purposes, it frees up government funds that can then go to the military. (28%)

Development Assistance. Money for projects in the receiving country. Much of it goes to pay for goods or advisors from the United States. (18%)

Food Aid. Food shipments sent free or through low-interest loans from the United States to the other country. Much of this food ends up being sold, rather than given to people. (12%)

Other. Peace Corps, medical aid, refugee programs, narcotics control. (1%)

For a filled-in pie chart, see page 112.

4. After students have filled in the pie charts according to how they think aid is distributed, discuss how aid really is distributed. Are there any surprises? Do students have any thoughts on why military aid is such a large part of the budget? We will return to discuss this in step 7.

5. Pass out the handout *The Top Aid Recipients and The Poorest Countries.* Ask students to examine the map for overlap. Can they draw any conclusions about where U.S. aid goes? The almost total lack of overlap will suggest that the poverty level of a country (in per capita GNP) has little to do with the distribution of U.S. aid. (You may want to pause to define terms *GNP*—gross national product—and *per capita.*) You will also need to point out that these figures are averages; even countries with high GNPs have many hungry people. Brazil and Mexico have per capita GNPs over $2,000 but contain the majority of hungry people in the Western hemisphere. One in five children in the United States lives in poverty, and U.S. GNP is over $14,000 per capita.

6. If U.S. government aid is not based on the level of poverty, then what other criteria might be used in distributing foreign aid?

7. Now the terms *national interest* and *foreign policy* can be introduced. Ask students if they are familiar with the terms. How have they heard the terms used?

How does national interest relate to aid? If a country has something our government wants (e.g., oil, minerals, a location for a military base), some people think it is in our national interest to give that country aid. Ask students' opinions of this.

How might a government see its national interest in increasing its military assistance to another country? (Since 1981, military assistance has increased fivefold.) Can students think of ways that increasing military assistance to other countries works against the best interests of the United States? Are the best interests of the U.S. government the best interests of the majority of the people of the United States?

How does foreign policy affect aid? If a donor government disagrees with the actions or philosophy of a receiving country, the donor can deny aid. For example, when Zimbabwe criticized U.S. policy toward South Africa in 1986, the United States immediately cut aid to Zimbabwe. How do students feel about this?

9. Now the class can look at what happens when aid is given to a government that is not concerned with the welfare of the majority of its people. Distribute the handout *Aid in Action.* The first three situations describe how aid has been used in Guatemala, Bangladesh, and Ecuador. The fourth situation concerns a U.S. taxpayer. After you have presented each situation, ask the following questions:

a. How did you feel in each example?
b. Why didn't the aid program described help the poor or hungry people in the country or area?
c. Did the aid program really serve the best interests of the donor country? Why or why not?

10. Return now to the opinion poll. Have students' viewpoints changed? How have they changed? Do students think that government aid can help end hunger? What changes do they think might be necessary for aid to help end hunger? What other than aid will help end hunger? Discuss with students how they can affect the policies of their government.

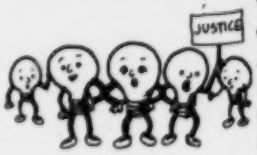
ACTION IDEAS

LEARN MORE

- *Aid as Obstacle* (book), by Frances Moore Lappé, Joseph Collins, and David Kinley
- *Betraying the National Interest* (book), by Frances Moore Lappé, Rachel Schurman, and Kevin Danaher.
- *In the Name of Progress* (book), by Patricia Adams and Lawrence Solomon
- *Top Priority* (film), the University of California Berkeley Media Center

WRITE LETTERS

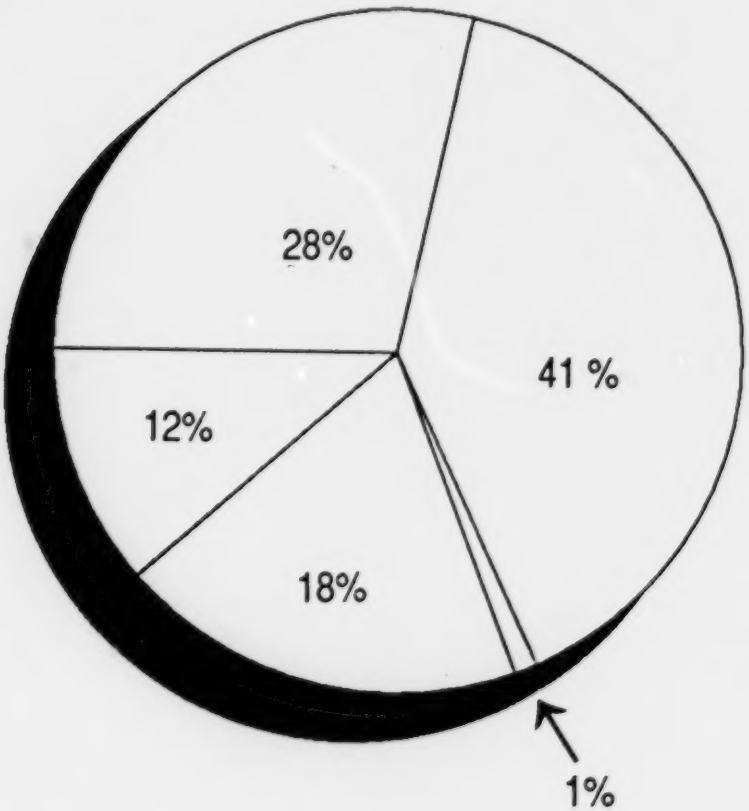
If students are alarmed that our government is supporting governments that violate human rights, they can write letters to Congress asking that aid be stopped to these regimes. Amnesty International is a good resource on worldwide human rights conditions (see especially *Amnesty International Annual Report).* The Americas Watch Committee also reports on human rights violations in the Americas.



CUTTING UP THE AID PIE

OPINION POLL

	YES	NO
1. Our government needs to give more aid to other countries.	☐	☐
2. Most of our government aid is food aid, surplus food given to poor people in other countries.	☐	☐
3. The poorest countries of the world receive the most aid from our government.	☐	☐
4. Our government gives aid based on concern for people who are hungry.	☐	☐



THE TOP AID RECIPIENTS AND THE POOREST COUNTRIES

TOP AID RECIPIENTS

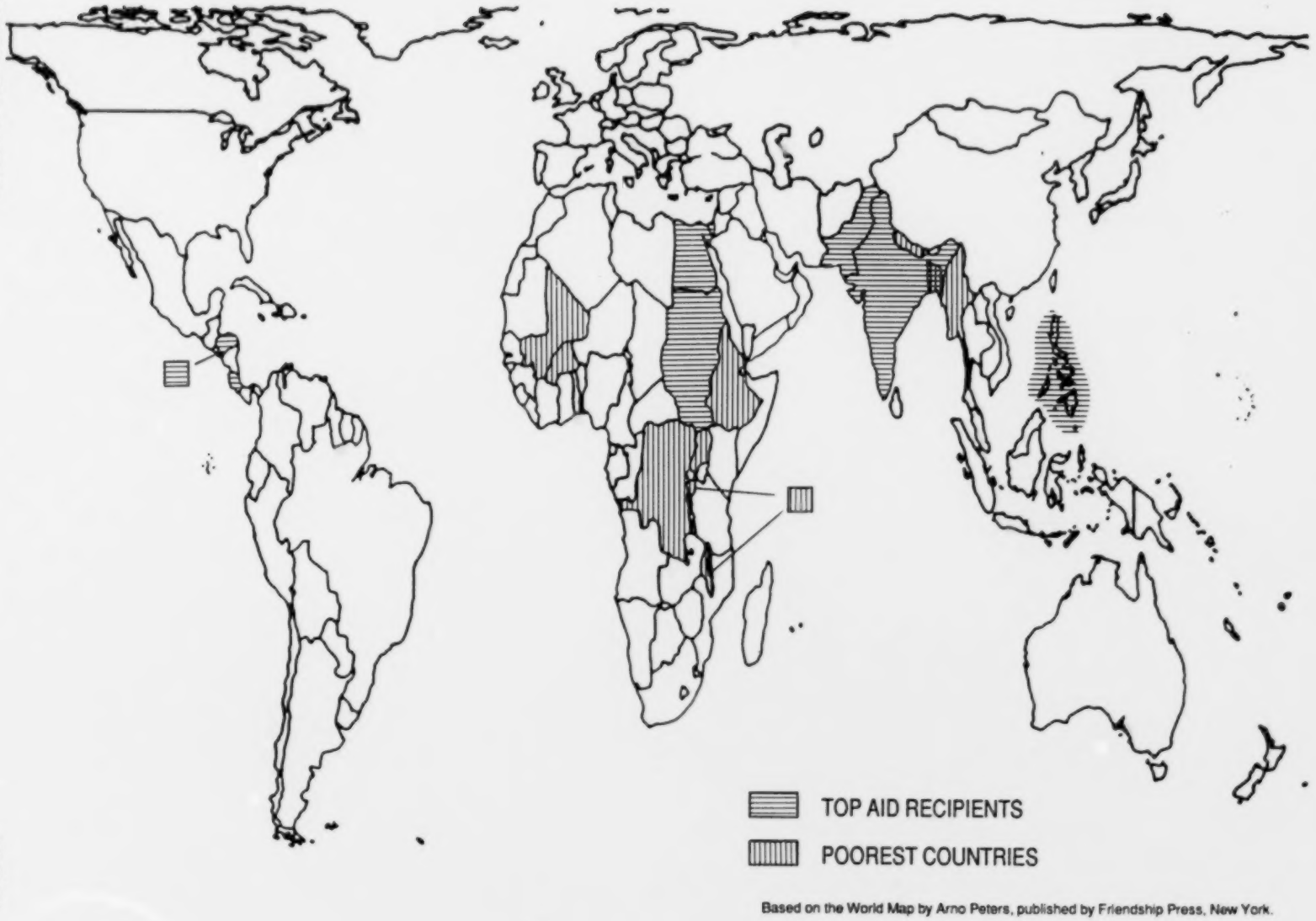
REGION	COUNTRY	POPULATION (in millions)	U.S. ECONOMIC AID) (in millions of dollars)	ANNUAL GNP (average dollars per person)
Middle East	Israel	4.1	1,950.0	$5,370
Middle East	Egypt	45.2	1,303.0	700
Central America	El Salvador	5.2	424.8	710
South Asia	Pakistan	89.7	309.0	390
East Asia	Philippines	52.1	222.2	760
Central America	Honduras	4.1	210.8	670
East Africa	Sudan	20.8	206.8	400
Central America	Costa Rica	2.4	201.9	1,020
South Asia	Bangladesh	95.5	198.5	130
South Asia	India	733.2	175.8	260

U.S. per capita GNP, for comparison: $14,410

POOREST COUNTRIES

REGION	COUNTRY	POPULATION (in millions)	U.S. ECONOMIC AID) (in millions of dollars)	ANNUAL GNP (average dollars per person)
East Africa	Ethiopia	40.9	1.39	$120
South Asia	Bangladesh	95.5	198.5	130
West Africa	Mali	7.2	30.0	160
South Asia	Nepal	15.7	19.1	160
Central Africa	Zaire	29.7	54.4	170
West Africa	Burkina Faso	6.5	2.8	180
South Asia	Burma	35.5	14.9	180
Southern Africa	Malawi	6.6	24.7	210
Central Africa	Uganda	13.9	7.9	220
Central Africa	Burundi	4.5	5.2	240

Data for both of these tables is from the World Bank's *World Development Report 1985* (New York: Oxford, 1985) and U.S. Agency for International Development figures. The definition of poor is based on the country's per capita GNP. Aid amounts exclude emergency food aid to Africa.

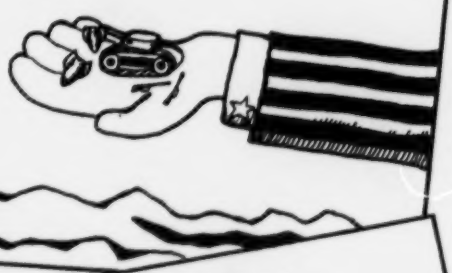


Based on the World Map by Arno Peters, published by Friendship Press, New York.

AID IN ACTION

SITUATION 1

You are a Guatemalan who works in a soft-drink factory. Workers in the factory have tried to start a union many times, but the government has stopped them. The army and police of your country have kidnapped and killed many labor union organizers and union members. You learn that your country's government receives large amounts of military aid from the United States. How would you feel about the United States?



SITUATION 2

You are on the street in Dacca, Bangladesh, talking with some friends. A truck leaves a load of grain at the shop of a food merchant. The bags have words in English written on them, which a friend translates as "This food is a gift to the people of Bangladesh from the people of the United States." You then watch as the merchant puts the grain in bins and sells it at the same price as all his other grain. How do you react?

SITUATION 3

You live in Ecuador and walk to work every day past a large private hospital with the latest in modern facilities. The hospital refuses to serve people who cannot pay for care. You see a sign saying that the hospital is being built with aid from a foreign government. You return home at night to your neighborhood where there is no clean drinking water or indoor plumbing. Many children in the neighborhood have chronic diarrhea and are sick most of the time. How do you feel about foreign aid?

SITUATION 4

As a U.S. taxpayer, you read in the newspaper that wars in Africa have been one of the major causes of widespread famine on that continent. Since 1980, the number of African countries receiving U.S. military aid has doubled. Might more military aid just contribute to the problem? How do you feel about this military buildup?

BEST COPY AVAILABLE

ACTIVITY 2: DEVELOPMENT FROM WITHIN— OR WITHOUT?

Students will discuss the meaning of development and compare two development programs in Sri Lanka: a large-scale dam project sponsored by the World Bank and various governments, and a community-based development project originating within the country. They will discuss whether countries should all develop in the same way and whether development projects help end hunger.

OBJECTIVES

- To discuss what development means on a personal level and a global level
- To define development
- To compare two development programs in an underdeveloped country

MATERIALS

- Student handouts:
  Background on Sri Lanka (optional)
  Better Life, or Leaks and Landslides?
  Working for All, or Just Too Small?

TIME

One to two class periods

EVALUATION

Class discussion; optional paragraph, step 7

VOCABULARY

colony, development, program, self-sufficient, underdeveloped country

PROCEDURE

1. Ask students to discuss, from their own point of view, the meaning of development. What does it mean on a personal level? How does a person improve her or his well-being? Does everyone improve their well-being in the same way? (Some people develop themselves in school, others in jobs, through travel or other experiences.)

2. Now try to get students to think more globally. What is the meaning of development to a country? Should all countries develop the same way? Can they? Why or why not?

3. Ask students why certain countries are considered underdeveloped.

4. Ask students to imagine themselves as hungry people in an underdeveloped country. Devise with the class a list of the things they would most need. Be careful to avoid the notion that the class is deciding *for* others; rather the students are trying to put themselves in the shoes of the poor and examine their own needs. Differentiate between things that help poor people gain power to help themselves (such as land, education, access to credit) and things that provide short-term help. Ask students to consider how many of their needs might be met from local resources versus how many would be met with outside help.

5. Inform students that they will compare two development programs in Sri Lanka to examine how two very different approaches affect the people they are designed to help. Locate Sri Lanka on a world map. Distribute

the handout *Background on Sri Lanka,* or give a short oral introduction.

6. Hand out the remaining readings to students. You can either give both readings to all students or divide the class in half. Ask students to evaluate each program described, based on whether and in what way they think it will help poor and hungry people in Sri Lanka. Students might want to ask the questions on the bottom of their readings as they evaluate. Encourage students to think of other questions, too.

7. Assign students to write one of these options: a paragraph evaluating both programs, a paragraph evaluating the program they studied, or the answers to the questions on their reading.

8. As a group, discuss the students' evaluations.

9. Activity 1 investigated government programs. We tend to think of most aid as governmental. There is also a great deal of nongovernment, private aid. Do students know of any nongovernment aid programs? Can students think of ways that nongovernment aid programs could help people? In what ways can nongovernment aid programs hurt people? Do students think that the programs they've seen address the root causes of hunger? Why or why not?

10. To wrap up, ask students to think of a development project that would help their community, school, or neighborhood. How would they get it started? What might need to be considered to ensure that the program continues? What characteristics would they want in their program? What would they not want?

ACTION IDEAS

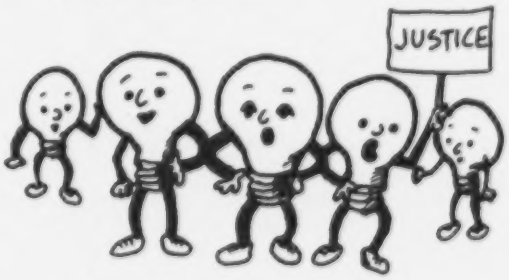
LEARN MORE

- American Friends Service Committee (organization)
- *The Choice Is Yours* (slide show), Oxfam America
- Church World Service (organization)
- Development Education Center (organization)
- Grassroots International (organization)
- Oxfam America (organization)
- *Sarvodaya Shramadana* (film), Oxfam America
- *Signs of Change* (video or film), Church World Service

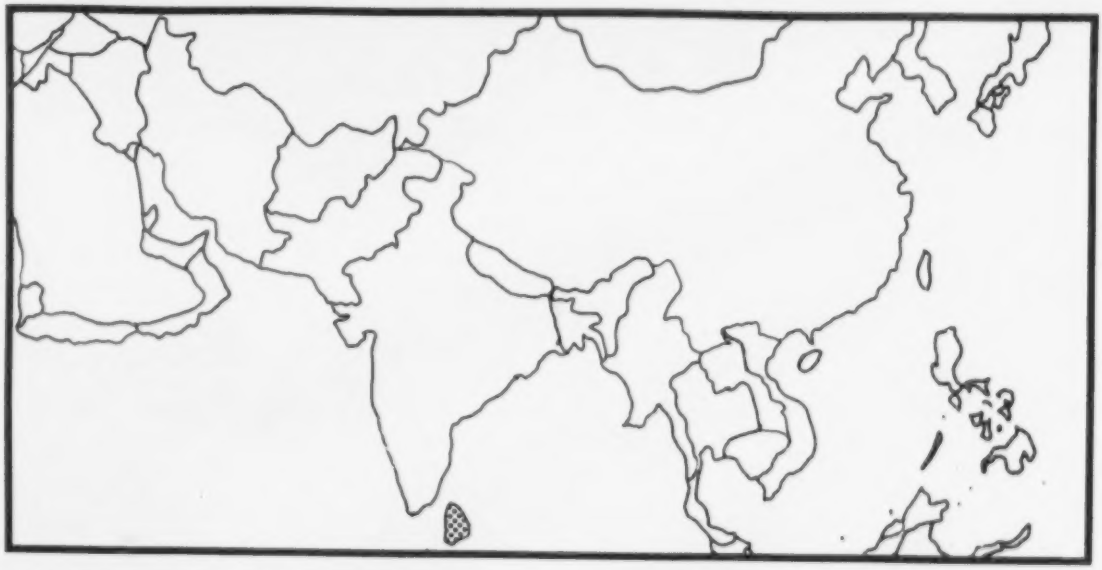
Consider the nongovernmental aid and development programs advertised in magazines or on television. Students may be members of a church or synagogue that sponsors aid programs. Research community development in your own town. Check with college student organizations, the United Way, and social service agencies to learn of local projects.

JOIN OTHERS

Students can get together to work on a solution to a local problem. In Nebraska, students have organized a counseling service for young people directly affected by the farm crisis. Groups in many cities have organized home-repair brigades to help senior citizens or poor people weatherize or repair their homes. Encourage students to originate development projects on their own.



BACKGROUND ON SRI LANKA



Sri Lanka, formerly Ceylon, is an island country located southeast of India. Its population in 1985 was 15.4 million people. About 72 percent are Sinhalese Buddhists and 20 percent are Tamil Hindus. Moslems account for 7 percent, and the other 1 percent of the people are Eurasian.

The British made the island their colony in 1802. They gave government jobs to many Tamils and later brought more Tamils from India to work as laborers. Approximately 700,000 Tamils still work as laborers on tea and coffee plantations. There has been and continues to be fighting between the Sinhalese and the Tamils. Many Tamils favor a separate country for themselves.

Prior to British rule, the island had a sophisticated agricultural system that produced ample rice and other food crops. After the Europeans took power, the best land was used to produce luxury crops of cinnamon, coffee, tea, rubber, and coconut for export. Today, while 54 percent of Sri Lankans work in agriculture, the majority of them own no land.

Sri Lanka became politically independent in 1948 but remained economically dependent on Europe. Its economy is still based on exporting tea and rubber.

Although the country has attempted to teach its citizens to read and has developed health care programs, Sri Lanka remains one of the poorest countries in the world. Within the country, 43 percent of the income is controlled by the richest 20 percent of the people, while the poorest 40 percent of the people control only 19 percent of the income. The very poorest live in rural areas in conditions of disease, poverty, illiteracy, and hunger.

Prior to the late 1970s, the government had become known for its success in providing inexpensive grain to most citizens. But since the late 1970s, the government has concentrated its programs in urban areas, favoring industrial development and tourism. It works at attracting foreign investment in clothing and other industries geared to the export market. Meanwhile, food for the poorest remains a low priority.

—Based on Oxfam, "Facts for Action" #9, and World Bank, *World Development Report 1985*

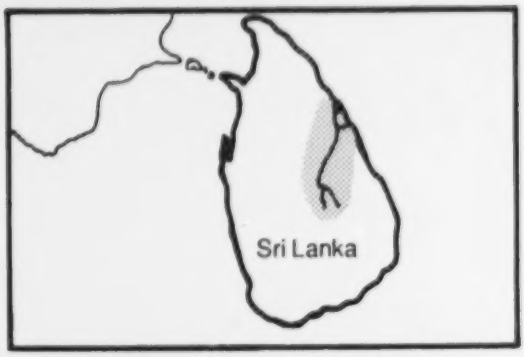
BETTER LIFE, OR LEAKS AND LANDSLIDES?

The Mahaweli Program is a project designed to dam up the 300-kilometer Mahaweli River in Sri Lanka. When it was started in the 1970s, its promoters said their goals were to reduce rural unemployment, to lower the need for fuel from other countries (the dams would provide electricity), and to make the country self-sufficient in food. Development specialists stated that the best way for Sri Lanka to develop was to take the Western approach—concentrating on the production of export crops and products. Irrigated land and electricity would help the production of these exports. The Mahaweli Program was the biggest international development project ever, involving the governments of Britain, Sweden, West Germany, Canada, Japan, Kuwait, and the United States.

To construct these dams, experts from all over the world were called in for design and actual building. When the experts found that the cost was going to be far greater than planned, the Sri Lankan government was asked to pitch in more money for construction. It was forced to increase taxes to help pay for the dams.

In 1983 over 1.5 million people, one-tenth of the population of the country, had to be resettled. In the United States, this would compare to forcing the entire population of California to move. The heavy government debt meant that it also had to decrease the payment that it gave to people displaced by the project. In exchange for moving, the rural people received 90 rupees (about $3) and one hectare (about two and one-half acres) of land 90 kilometers (about 55 miles) away from the project. The new land had not been cleared for the farmers.

Some of the foreign experts believe that the dams will have problems because the hillsides surrounding them are unstable and will cave in during the rainy season if the trees are removed for farming. Designers of the project promised to replant trees removed from very steep hillsides. But replanting did not begin until 1981, after serious erosion of farmland had already occurred.



The land around the dam projects is now planted with rice and tobacco; but even after all the expense and disruption, many areas are still not served by irrigation because the cost of transporting water is too high.

—Based on John Madeley, "Leaks and Landslide Loom in Sri Lanka," *New Scientist*, April 7, 1983

VOCABULARY

development, displaced, irrigation, self-sufficient

THINGS TO THINK ABOUT

1. Whose program is it? Is it from outside the country or does it come from the people in the area?
2. Does it treat hunger and poverty as a problem to be solved by new technology, or does it attack the social and economic causes of hunger?
3. Does the program benefit only a few people, or does it really help the most powerless?
4. Does the program rely on outside experts, or does it have local people using their own skills and knowledge? Will it continue after the experts have gone?
5. Does it require outside materials or does it make good use of local materials?
6. Does it really help people feed themselves or does it provide food or products for people who are not hungry?
7. For each question above, what does this mean for the rich? What does this mean for the poor?

WORKING FOR ALL, OR JUST TOO SMALL?

Sarvodaya, meaning "awakening of all," is the name of a movement of poor people in Sri Lanka. It began in 1958 when a science teacher brought a group of city high-school students to live in a poor village for two weeks and work with the local people. That teacher began to formulate a plan to promote self-reliant development among the villages of the country. Today there are more than 6,000 villages participating in the voluntary movement.

In the *Sarvodaya* projects, the poor people of the villages do the work and run the projects, sometimes assisted by trainers and volunteer workers from outside the villages. Projects include training in health, nutrition, agriculture, education for children, construction of community centers, repair of local roads, and development of land for non-irrigated farming.

An example of a project is a road built to link Indigahahena, a remote mountain village, to the nearest town so that villagers can market their produce. The residents of the village organized a camp attended by 2,000 volunteers, who helped build the three-mile road in five days. Now villagers are working on ways to improve their water supply. Vegetable gardening is being taught to children, who can sell surpluses in the nearby market town and funnel the money back into a savings program for the village.

The people in the *Sarvodaya* movement have identified ten basic needs:

1) a clean and beautiful environment
2) an adequate water supply
3) adequate clothing
4) a balanced diet
5) simple housing
6) basic health care
7) communication facilities
8) energy
9) education related to their lives
10) cultural and spiritual needs

The movement believes that the best model for development is the history and culture of Sri Lanka. The projects are small in nature but enable villagers to find strength and unity at home. The problems most often expressed are lack of resources to meet the demand for projects, maintaining village control of projects when money is donated from outside (some governments such as Norway and Sweden donate to this program), and controlling the quality of work and volunteers.

—Based on Oxfam, "Facts for Action" #9

VOCABULARY

development, irrigation, self-reliant

THINGS TO THINK ABOUT

1. Whose program is it? Is it from outside the country, or does it come from the people in the area?
2. Does it treat hunger and poverty as a problem to be solved by new technology, or does it attack the social and economic causes of hunger?
3. Does the program benefit only a few people, or does it really help the most powerless?
4. Does the program rely on outside experts, or does it have local people using their own skills and knowledge? Will it continue after the experts have gone?
5. Does it require outside materials, or does it make good use of local materials?
6. Does it really help people feed themselves, or does it provide food or products for people who are not hungry?

LESSON 7

CAN CHANGE HAPPEN?

ACTIVITY 1 **MAKING CHANGE**
ACTIVITY 2 **WHAT WOULD YOU DO?**

LESSON 7: **CAN CHANGE HAPPEN?**

COMMON ASSUMPTION: Poor people are so underfed and uneducated that they cannot mobilize themselves to work for change. Moreover, those of us who are not hungry can do little in the face of such enormous problems.

DESCRIPTION

There are two major goals to this lesson: to learn about change and how it occurs; and to see how people, even young people, can be involved in changing the forces that create hunger and other social problems. The lesson seeks to dispel the notion that poor people are lazy, stupid, or passive. The lesson is divided into two activities. It will work best if both activities are done one after the other.

ACTIVITY 1

Making Change helps students define change and understand what it is to be an agent of change. They will discuss how change occurs at different levels—from personal to international—and discuss how change can come about rapidly or slowly.

ACTIVITY 2

What Would You Do? asks students to design their own solution to real life problems. The activity includes stories about other people's attempts to solve the problems. This exercise is followed by discussion questions to help students discover the qualities they share with agents of change. The activity helps students realize that people without the advantages of formal education and wealth are often very effective in changing unfair conditions. Lack of education and money does not mean lack of intelligence or will.

BACKGROUND FOR THE TEACHER

Rural sociologists have documented that poor people often clearly understand the forces that create poverty. They are not prevented from changing these forces by laziness or ignorance. Many times poor and oppressed people are taught by their society that their situation is their fault; they feel they have done something wrong.

Often a clear sense of the power stacked against them can create hopelessness. It may even be life-threatening to work for change, as it was for civil rights workers in the United States in the 1960s, as it is for farm cooperative organizers in Guatemala today.

Yet in every country where people have been made hungry, there are people standing up for their rights and the rights of others, often at the risk of death. What makes the difference? Why do some people endure deprivation while others work actively for a better society? Sometimes the example of one person can give courage and hope to others. Sometimes the influence of religious teachers can help people see themselves—and their potential—in a new light. Religious movements in Latin America, for example, have allowed many poor people to appreciate the innate dignity of each individual and believe that the human rights of each person must be respected. For many poor people, this perspective leads to demands for the right to the resources—such as land, and jobs at decent pay—necessary to care for one's loved ones and live in dignity.

We often don't appreciate the sweeping social changes brought about just in this century, improving the well-being of millions of poor people and others—women and minority groups—denied basic rights. Four decades ago, many observers doomed China to

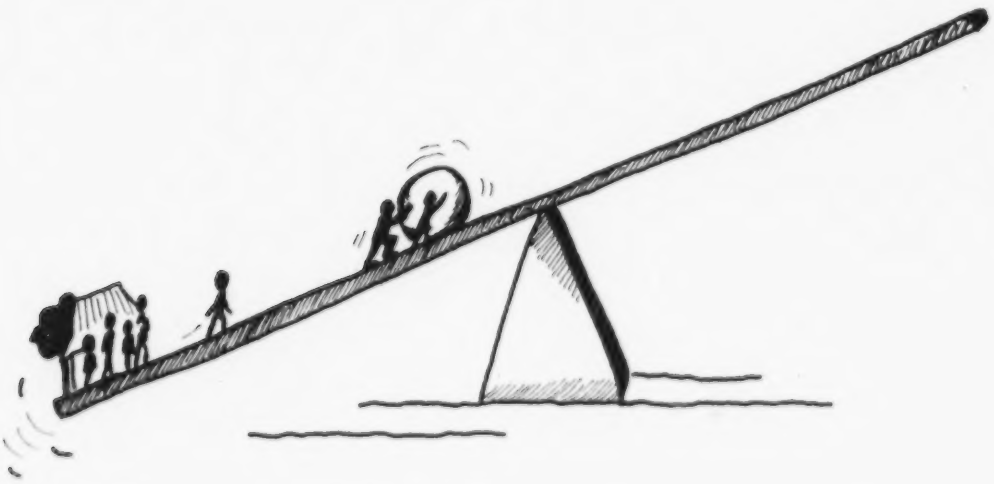
perpetual starvation, but today the Chinese have virtually eliminated hunger.[1] Even as late as 1978, most doubted that the Nicaraguans could oust their oppressive dictator, Anastasio Somoza. But the strength of poor people's determination was underestimated. Fifty thousand Nicaraguans, many of them teenagers, died so that a better life could be possible for others. Having defeated Somoza in 1979, Nicaraguans from all walks of life are still willing to work hard, with great personal sacrifice, to increase health care and food security and defend their country.[2]

At the local level, we find examples all over the world of the poor organizing to improve their lives. The Working Women's Forum in India provides thousands of poor, illiterate women with bank loans, education, and a new sense of respect within the community. The agricultural cooperatives created after Zimbabwe's independence in 1980 give poor black farmers a chance to compete with the privileged white commercial farmers. In Haiti, groups led by Christian religious leaders helped the poor grasp the unfairness and corruption of the Duvalier regime, leading to its ouster in 1986.

People are only passive when they have no hope. By working together, they can hope. Their struggles lay to rest the notion that the poor are too lazy or ignorant to work for change. And their successes—often against overwhelming odds—prove that people working together can, indeed *do*, make a tremendous difference.

QUESTIONS TO EXPLORE

1. What is change?
2. What are the barriers to change?
3. How can change occur?



1. Elizabeth Croll, *The Family Rice Bowl: Food and the Domestic Economy in China* (Geneva: United Nations Research Institute for Social Development, 1982).
2. Joseph Collins with Frances Moore Lappé, Nick Allen, and Paul Rice, *Nicaragua: What Difference Could a Revolution Make?* (New York: Grove Press/Food First Books, 1986), 21–29.

ACTIVITY 1: **MAKING CHANGE**

Students will discuss the concept of change, particularly social change. This activity is best done after students have worked on activities in other lessons so they will have ideas for changes they might like to see. Because this activity's focus is general, you could also work it into units on topics other than hunger.

OBJECTIVES

- To analyze the meaning of social change and how formerly uninvolved people have become actively involved in changing their situations
- To pinpoint changes needed to solve problems at various levels of society from personal to schoolwide to global
- To discuss the factors that discourage or prevent change in students' own lives and in the lives of others

MATERIALS

- Blackboard and chalk

TIME

One-half to one hour

EVALUATION

Class discussion

VOCABULARY

change, obstacle, passive

PROCEDURE

1. Begin by asking the students to describe one change they have seen. This may be a change in the school, in the community, in an individual's life, or in national politics. List the changes on the board. What was the initial setting? What was the goal? What was the outcome? How did the process of change begin? Who got involved?

2. As you list changes the students suggest, you may wish to discuss different levels of change, such as personal, school, regional, national, and international.

Young people often see their futures as being out of control. It is difficult to see how small efforts to change things can add up to make a difference. It becomes easy to give up and try to hide from the problem. If you sense this kind of hopelessness, try to encourage a long-haul view. It may take many people working together and individually for a long time for a major change to occur. Each of the individuals is needed and is important. Examples of this long-haul change include the abolition of slavery, voting rights for women, and laws for workplace safety.

3. Ask someone to describe how events can trigger change. Does anyone know someone who was moved to become active by a certain event or experience?

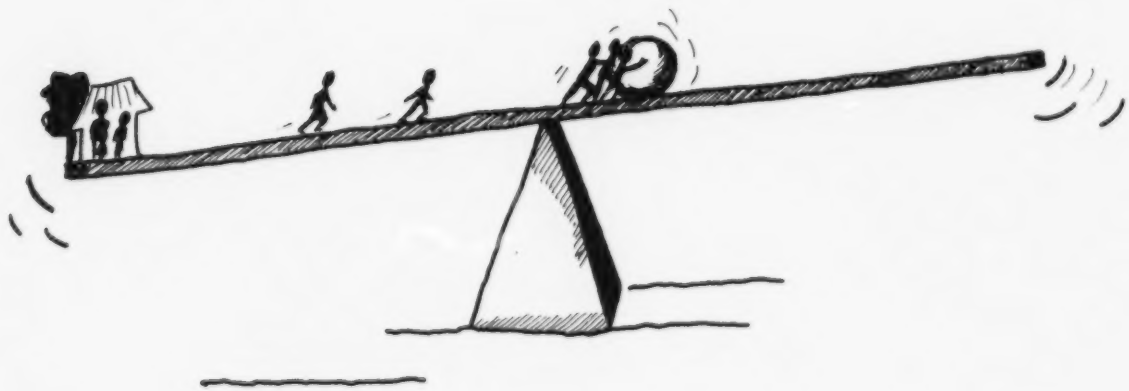
4. Discuss why changes sometimes do not occur. What factors might prevent change in our personal lives? Students may suggest various fears. What factors discourage change in the lives of poor people?

5. Discuss whether all change is good. Ask students to think of examples of changes that produce more hunger and suffering. Examples could be increase in unemployment, cuts in social programs (including student aid), increases in the arms race and foreign aid to governments blocking reform, or revocation of civil rights by the Supreme Court.

6. Discuss how the changes the students have suggested above might involve losers as well as winners. On the other hand, you might want to ask students to think about ways in which all people—or almost all—might gain from the social changes they have suggested. For example, ending the poverty in many countries might mean a more fair distribution of farmland, with the largest landowners having to give up some land. But might the whole society benefit from such a change? How? Are healthy people more able to contribute to society? Might there be less fear and violence in such a society?

7. Refer to the common assumption that hungry people are passive. What impressions do students get of poor people when they see them on television? Media images of hunger often portray the hungry of the world as hopeless people reaching out with cups to accept donations from wealthy citizens. Are there exceptions to this portrayal? What are some examples? Discuss with the class some of the reasons that poor people might feel passive or hopeless in some situations.

8. Wrap up by moving the discussion into the future. Ask students for some changes they would like to see in their lives, in the city, in our country, and in the world. List these on the blackboard. (Remember to list changes at all levels.) Brainstorm about students' possible roles in making these changes occur. If there is time, you can ask students to write a poem or song or draw a picture about change.



ACTIVITY 2: **WHAT WOULD YOU DO?**

Students will be presented with a problem situation and work in groups to propose a solution. Afterwards, class members will share ideas and learn about how others have dealt with the same problems.

OBJECTIVES

- To describe (orally or in writing) a solution to a social problem
- To discover problems and tradeoffs in working to change a situation
- To discuss ways that others have overcome barriers to change and ways that students themselves can become agents of change in their own lives

MATERIALS

- Student handout:
  What Would You Do?
- Optional handouts:
  Health Class Is Boring
  Poor People Have No Say in This Town
  Losing the Farm
  Suddenly Homeless
  Textile Mill Blues

TIME

Two hours

EVALUATION

What Would You Do? solutions can be turned in.

VOCABULARY

boycott, cooperative, passive, petition

PROCEDURE

1. Divide the class into five small groups.

2. The student handout presents five problem situations. Each situation poses a social or community problem, a setting, and a role for the student to play. The problems do not all deal with hunger and poverty, but all place people in seemingly powerless positions. Read the problems to the students or copy and distribute them.

3. Ask each group to assume the role of a person in one of the situations and to write a short (one- or two-paragraph) description of what they might do to change the situation. Ask them to describe whether their solution will be difficult to carry out. How might it affect other people in their community?

4. When students turn in their solutions, you can post them on the bulletin board or engage in a class discussion in which the students share their responses.

5. The set of optional handouts shows how real people have worked for change in these problem situations. You may wish to describe these solutions to the class, hand copies out to read, or post them on the bulletin board. Point out that there may be many good approaches to the same problem.

6. Discuss how each person is important in ending hunger. Either we can be agents of positive change or we can reinforce the causes of hunger and poverty in hundreds of choices we make. Social activists aren't the only people working for change. Ask students how we can all work for change in the following situations:

- **As students.** Are we just passively following our instructors, or do we use school to develop our ability to think critically?

- **As teachers.** Does our teaching stop when we leave the classroom, or do we seek to teach and learn from our families and friends?

- **As citizens.** Do we just sit and complain when our elected officials make policies that we disagree with; or do we write letters, make calls, petition, or campaign for other candidates?

- **As workers.** Do we just look out for our own jobs, or are we also concerned about the welfare of others?

- **As savers.** Do we just put our money where it will earn the most interest, or do we consider where our savings are being invested by the bank?

- **As consumers.** Do we just look for a good deal, or do we consider the social and environmental effects of the products we buy?

- **As members of any group.** Do we seek to elevate ourselves, or do we value the contributions of all members of the group?

ACTION IDEAS

LEARN MORE

Invite a person working for change to speak to your class. Help students locate an individual or a representative from a local organization working on food, housing, energy, land use, refugee problems, or any other issue.

JOIN OTHERS

Students can work together with cooperatives in other countries. For example, the Mennonite Central Committee has organized self-help craft shops throughout the United States. These shops sell only goods produced by cooperatives that pay their workers fair amounts.

Encourage students to join a voter registration drive. Even if they can't register others because they are not registered themselves, students can help organize the drive, gives rides to people, prepare materials, etc. Contact churches, synagogues, colleges and universities, the League of Women Voters, or the Urban League in your area.

If there is a change students would like to see in the community or school, they can start their own group to deal with the issue. Students and townspeople have been effective in stopping environmentally harmful projects, in improving housing in their communities, and in countless other ways.

- Cooperative Trading (organization)
- Institute for Peace and Justice (organization)
- Movement for a New Society (organization)
- National Student Campaign Against Hunger (organization)
- *Taking Charge, the Struggle for Economic Justice* (filmstrip)

WHAT WOULD YOU DO?

TEXTILE MILL BLUES

You work in a textile mill. Recently your boss has turned up the speed of the looms so that you have to work faster. You know that this can be dangerous, since it will be easier to get your arm caught in the huge machines. Many of your friends are sick with brown lung, a disease caused by inhaling tiny fibers and dust, and have quit work permanently.

You would quit, but there are no other jobs in town. The governor of your state tells you that if textile workers walk off the job, the National Guard will be called in to break the strike. What would you do?

HEALTH CLASS IS BORING

You are a high-school student in a big-city school system. Every year, you and fellow students have to take a six-week health education class. You think it is boring and not very helpful. The books and films used in this class are either very technical, or very outdated, or avoid the sorts of issues that affect you. What would you do?

SUDDENLY HOMELESS

The business where you have worked for many years suddenly makes the decision to leave the United States and open a factory in another country. You travel north from your home in Louisiana to get a job in a city in the Northeast. After weeks of looking for a job, you run out of money and find yourself homeless. You begin to notice all the other homeless people around you. What would you do?

LOSING THE FARM

You are a high-school student in rural Nebraska, where about one-third of the farmers are in financial trouble. Your family's farm is losing money, but both your parents have off-the-farm jobs.

Many of your friends have a different story to tell. One friend's father has committed suicide, and another's has become an alcoholic. Several friends have quit school because they feel they should leave home and not be a burden on their parents. Some of your friends seem depressed all the time.

You want to help your friends. You wish other people knew about the problems in your area. What would you do?

POOR PEOPLE HAVE NO SAY IN THIS TOWN

You are a black teenager in a small town in Mississippi. Although the majority of the residents of your town are poor, the town council is made up of rich, white business people. They seem to ignore the needs of the poor people in the town, spending public money on beautifying the town square and building parking lots.

After talking to some of the people in your neighborhood, you discover that they feel hopeless about ever making their voices heard. What can you do?

HEALTH CLASS IS BORING

Students Concerned with Public Health began as an organization of thirty Philadelphia high-school students and one adult, all dedicated to developing their own health education materials and getting these materials into the hands of other students in Philadelphia's public schools.

From the very beginning, the students had the main voice in making the group's decisions. Their chief criticism of traditional health education was that it was presented in such complicated and unappealing terms (thick textbooks full of technical language) that many students just didn't "turn on" to health information that was actually of vital importance to them.

The group set about developing materials and techniques that would appeal to elementary-school children. They presented the information through posters, comic books, cartoon strips, puppet shows, and science experiments. They chose to emphasize health problems that would be most immediate and pressing for these students as they grew a little older—drug abuse, alcoholism, sexually-transmitted diseases, and tuberculosis. In addition, they began to think of ways in which they might encourage young children to think about embarking on health careers.

The Philadelphia-Montgomery Tuberculosis and Health Association agreed to sponsor the group and assigned its director of Education Services to help. The association donated office space, and the group began to hold meetings there several days a week during science class and after school.

Alcoholism was the first topic the students chose to tackle. They visited Philadelphia's Diagnostic and Rehabilitation Center and spent a day talking about the problem with physicians, psychologists, social workers, street workers, alcoholics, and recovering alcoholics. Then they visited Eagleville Hospital and Rehabilitation Center to talk with the professional staff and observe group therapy in action. Finally they did extensive reading on the subject and began preparing their materials—a play, comic books, posters, and various puppet shows.

Members of the group then formed teams of three or four students and went out into the schools and playgrounds of North Philadelphia with their puppets, comic books, and plays to educate children about health problems and health careers. Health careers were stressed as attainable and worthwhile goals that could give purpose to learning and provide an alternative to self-destructive behavior such as gang warring, alcohol or drug abuse, and dropping out of school.

—Based on report by the National Commission on Resources for Youth, *New Roles for Youth in the School and the Community* (New York: Citation Press, 1979)

POOR PEOPLE HAVE NO SAY IN THIS TOWN

In the early 1960s, the civil rights movement came to Mississippi. Slowly the poverty-stricken black communities of the state became alive with new ideas and activity. The Student Nonviolent Coordinating Committee (SNCC) and the freedom schools came to West Point in Clay County, and out of these programs arose not only a new consciousness that something could be done to improve the lot of Mississippi blacks, but also a new generation of young boys and girls dedicated to achieving that improvement.

From an early age—in many cases as young as twelve or thirteen—the young blacks of West Point had a clear, hard, realistic vision of the forces that oppressed them and the forces that might liberate them. Even after freedom schools departed, a group of these young people met regularly to discuss their plans, their aspirations, and their common experiences. They founded the Clay County Youth Organization (CCYO).

While some of the CCYO'S projects have been aimed at very specific youth problems (for example, the group organized a walkout at Fifth Street Senior High School to demand better heating, better books, better teachers, and more public recreational facilities), their most successful contributions to the welfare of their peers have come through activities that have been planned with the whole black community in mind.

The CCYO has been instrumental in successful voter registration drives in Clay County. It also operates the much-needed daycare center. Perhaps most impressive of all, CCYO ran a successful boycott of white business establishments.

The circumstances surrounding this boycott illustrate the extremely serious and demanding situations members of the group face in their everyday lives. A few years ago, the man who is now the CCYO's advisor ran for mayor of West Point. One day while he was campaigning, a group of whites drove up to his sound truck and shot and killed the driver.

In response to the killing, CCYO organized a boycott of West Point's white-owned businesses. The list of demands included the conviction of the killer, the end of police brutality, and increased employment of blacks in shops and public offices. The boycott lasted for ten months and resulted in numerous gains, such as new black-owned shops and improvements in the police department.

The CCYO has virtually no operating money. Because the local black community is poor, contributions are inevitably small. But the organization manages to maintain its own house, and its many members continue to participate enthusiastically in a variety of activities. For the present, people power seems to be an adequate substitute for lack of funds; and the program shows that a youth organization can be of inestimable help to a community, even without many dollars to support it.

—Based on report by the National Commission on Resources for Youth, *New Roles for Youth in the School and the Community* (New York: Citation Press, 1979)

LOSING THE FARM

For years farmers have been thought of as unorganized and individualistic, as people who would look out for themselves and their own problems before joining others. Farmers have also tended to blame themselves for their financial problems and have felt isolated. As farmers have begun to realize that nationwide farm problems aren't the fault of the farmers alone, they have begun to work together. Since 1981, more than thirty groups have formed in farming areas to build a movement for family farmers.

Many of these groups carry out protests at farm foreclosure auctions, at banks, at U.S. government offices, and at courthouses. Farm groups now lobby state legislatures for laws to protect family farms from corporate takeover.

There have also been small-scale programs that have helped farmers come to grips with their problems. In Iowa, Minnesota, and Nebraska, for example, several groups work together to form a hotline for farm families, legal services, and food assistance.

Most programs have dealt with the problems of the adults on the farm, though, and not with the problems encountered by young people as their families go bankrupt or are forced off the land. A program in Nebraska called Students Against the Farm Economy (SAFE) has begun to deal with these problems.

SAFE is made up of teenagers serving teenagers. It was organized by a small group of teenagers working with a local minister. They trained each other in counseling and crisis-intervention techniques. It provides a peer-counseling service and a place to talk about problems farm families are going through, ranging from losing material possessions such as cars and furniture, to losing the land itself, to losing family members to suicide. Young people help educate each other about the roots of the farm crisis and farm economics in general. They also give educational presentations in schools and churches to help educate people who may not be directly affected by farm problems.

—Based on information from the Center for Rural Affairs, PO Box 405, Walthill, NE 68067

SUDDENLY HOMELESS

Until January 1983, Chris Sprowal lived a rather prosperous if uneventful life. Married with two young children, he owned two cars and enjoyed his $65,000 suburban Louisiana home. But that winter, his business failed—and with it his marriage. Sprowal decided to get out, to start again. He moved to New York City.

"I left New Orleans with a couple hundred dollars, a car, and some belongings," says Sprowal, "expecting that in no time at all I'd have a job and get myself back in shape again."

But he couldn't find a job, and as money ran out he began living from friend to friend. In April of 1983, with $3 in his pocket, he returned to Philadelphia, his original home.

"He was a broken man," recalls Sister Mary Scullion, director of the Women of Hope Shelter, who met Sprowal that spring. "He looked just like another homeless person—tired, old, and beaten."

Sprowal remembers those long days and nights on the street and the hours spent in Philadelphia's libraries, courtrooms, and hospital lobbies, keeping warm and out of sight. "You can't imagine how humiliating it is," he says. "I would meet someone I knew as a kid and pretend I was either going to or from work, or some bullshit like that. I didn't want people to know I was homeless."

One fall evening in 1983, at the drop-in center where hundreds of homeless fight for fifty basement chairs, Sprowal sat next to a mentally ill woman. She could not keep still and began walking around. The counselors ordered her to stop it. When she didn't, they picked her up and threw her out.

"All that day and the next day," recalls Sprowal, "I kept thinking, you're nothing. You've come to the point where you won't even say something when you see terrible things happen."

But the following night, he did say something. He argued with the man who had tossed the woman out. "Throw me out," Sprowal challenged him. The counselor did just that, and the officials told him never to come back.

"It was from that very moment when I went out that door and down those steps that I started talking to homeless people about organizing," Sprowal says. "That changed me. It gave me the energy for the time to say, 'We don't have to take this just because we're homeless.'"

The center refused to acknowledge the problems, so Sprowal decided to hold a one-day demonstration in front of the facility. He enlisted the help of shelter operators and religious and community leaders.

"When powerless people try to raise issues, it's very easy to dismiss them," says Sister Scullion. "They were saying, 'We're not listening to you. You're crazy. You're bums.' That day I learned that it takes a lot of courage for powerless people to stand up."

Sprowal and his followers have bathed in a pristine business district fountain during lunch hour to demonstrate the need for public showers. They have conducted sit-ins at the Thirtieth Street Station and at the offices of the mayor, the health commissioner, and the president of the university. The group has also successfully sued the city on behalf of the homeless.

—Adapted from David Davis, "The Homeless Elect an Ambassador," *The Progressive*, December 1985

TEXTILE MILL BLUES

Maurine Hedgepeth, a weaver at J.P. Stevens's Rosmary Mill, stood tending a loom. It was just after 1:00 on a Wednesday morning, August 28, 1974. That day three thousand J.P. Stevens workers in Roanoke Rapids, North Carolina, would vote for union representation.

Most mill workers were asleep now in the darkened town. But night had been blocked out for Maurine by the bricked-in windows. Overhead fluorescent lights created an artificial day in the giant weave room. The clatter of the looms obliterated the thick stillness of the night outside.

Maurine took a pair of scissors from the big pocket of her striped dress and snipped a tangled knot of yarn. She was singing "Gonna roll, gonna roll, gonna roll the union on." The looms were so loud that Maurine was sure no one could hear her. But her supervisor said, "You sure are happy, Maurine." Maurine smiled at him. Then he moved closer. "But you're going to be crying before the day is out."

"You may be crying today," Maurine said, looking her boss in the eye, "but I never will."

Shortly before 4:00 in the morning, Maurine Hedgepeth left her looms to work as an official union observer in the election that was soon to begin. National Labor Relations Board representatives, overseeing the voting, sat near the two polling booths in the Rosmary Mill cloth room. Maurine watched as the workers filed in to vote.

This vote for union representation was the culmination of years of struggle. In 1934 mill workers in Roanoke Rapids had shut down the plant for three weeks. Textile workers struck all over the South. In September of that year, one-half million of the nation's three-quarter million textile workers walked off their jobs—in the largest strike in U.S. history—to protest low wages, the speed-up of the machines, and poor working conditions. Martial law had been declared. National Guard and state troopers swarmed into the town to break the strike. Sixteen workers were killed and hundreds more wounded. The strike ended after President Franklin D. Roosevelt promised to set up a textile board to investigate the causes of the strike in return for the union's calling it off. It was not a good bargain. The board broke faith with the president, conditions at the mill continued as before, and fifteen thousand union members were barred from the mills after the strike was lost.

Again in 1958, when textile workers in neighboring Henderson walked off their jobs, the pattern of violence and opposition was repeated. The governor (a former mill company executive) sent in the state militia and the highway troopers. The state patrol escorted strikebreakers to the mill gates. The town erupted in fire bombings, beatings, and shootings, and the workers were defeated.

After the voting, the ballots were carried to the Rosmary conference room, a small wooden building much like a one-room schoolhouse. J.P. Stevens officials sat on the left side of the room, union supporters sat on the right, many others stood outside on the front lawn. At the front of the room, National Labor Relations Board representatives sorted out the ballots. They counted the votes in piles of fifty. First the "no" votes piled up and the Stevens executives smiled. Then the "yes" votes got a higher stack, and the union people grinned. As the last votes were tallied, the "yes" stack stood taller than the "no's."

The brand new textile union members left the conference room and ran down Roanoke Avenue to their union hall, shouting, "We won. We won. The union's won!"

—Adapted from Mimi Conway and Earl Dotter, *Rise, Gonna Rise* (Garden City, New York: Anchor Press, 1979)

LESSON **8**

WORKING TOGETHER FOR CHANGE

ACTIVITY 1 **BRAINSTORMING WAYS TO END HUNGER**
ACTIVITY 2 **LETTING PEOPLE KNOW HOW YOU FEEL**
ACTIVITY 3 **FOOD AND HUNGER IN YOUR COMMUNITY**
ACTIVITY 4 **FIGHTING HUNGER IN YOUR COMMUNITY**
ACTIVITY 5 **TEACHING OTHERS ABOUT HUNGER**

LESSON 8: WORKING TOGETHER FOR CHANGE

DESCRIPTION

In previous lessons, students have seen how people can work to change their situation. Now your class can act as a group to become involved in working against hunger. While the action ideas at the end of each activity have contained many ideas for individual and group actions, they are oriented for out-of-class time. This lesson contains descriptions of class projects.

The activities in this lesson, unlike those in previous lessons, are long term. They therefore have no time limits. Each activity contains an activity description, objectives, and a procedure for getting started in class.

ACTIVITY 1

Brainstorming Ways to End Hunger begins by asking students to create a list of ways to work against hunger. In lesson 1, students brainstormed about the causes of hunger and created a web chart. Now, after an analysis of assumptions about hunger, they can brainstorm ways to end hunger.

ACTIVITY 2

Letting People Know How You Feel is a letter-writing activity in which each student (or small group) writes a letter to a public official, a business person, or a newspaper. The letters and responses are shared with the class.

ACTIVITY 3

Food and Hunger in Your Community gives students an opportunity to compile a booklet about food and hunger in their community.

ACTIVITY 4

Fighting Hunger in Your Community asks students to compile and distribute a notebook about programs and people fighting hunger in their community.

ACTIVITY 5

Teaching Others about Hunger is an outreach project in which students present information to others through public speaking, workshops, presentations, and exhibits.

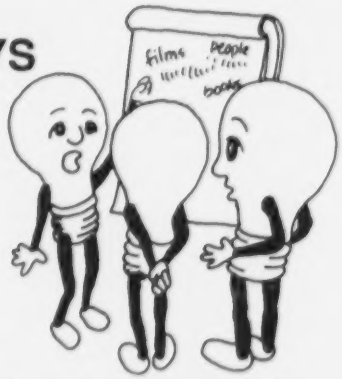
You might want to collect student work and check it. Since the idea is to get students involved in projects, I suggest not grading the assignments.

Feel free to modify the activities as you see fit. For added ideas, see the Resource Guide at the end of the curriculum.

QUESTION TO EXPLORE

1. How can our class become involved in ending hunger?

ACTIVITY 1: BRAINSTORMING WAYS TO END HUNGER



Students will brainstorm ways to help end hunger, and cooperatively decide on plans of action.

OBJECTIVES

- To brainstorm specific changes to counter hunger
- To help each other develop plans for accomplishing changes
- To evaluate plans as a group

MATERIALS

- Butcher paper or newsprint
- Web chart from lesson 1, activity 4 (if your class did this activity).

EVALUATION

Class discussion

PROCEDURE

1. Explain to students that they will be generating positive ideas for ending hunger and choosing one idea to develop into a concrete plan of action. Emphasize that even small steps make a difference.

2. Set up some brainstorming rules: all ideas are okay, no criticizing what others say during initial idea gathering, etc.

3. OPTION A. Ask the group as a whole if they can think of actions that might contribute to ending hunger. Examples students might give are volunteering to help an organization, growing food, joining food cooperatives, teaching others about hunger, donating money to organizations, and writing letters. What sort of steps could an individual take? (Refer them to the action ideas they've completed for previous activities.) What sort of steps could they take as a group?

OPTION B. An alternate way to start the discussion is by asking students what single idea about hunger discussed in other lessons made them most angry or most surprised. Examples might be that there is currently enough food produced to feed everyone, that a few companies control much of our food system, that there is serious hunger in the United States and food programs are being cut. List the ideas on the board and then ask students for ideas of ways to combat these problems.

4. Then ask the students to divide into small groups. Each group should take one or more of the suggestions from the list and think of ways that suggestions could actually be carried out. Groups should each generate a plan of action and outline it on paper.

5. After small groups have outlined their plans, wrap up by calling the class back together and asking each group to present its plan or each student to present his or her plan. Emphasize positive aspects of each plan. It is very easy to begin doubting the effectiveness of small actions and become cynical and apathetic. Counter this tendency with an affirmative approach to this discussion.

6. If there is time and a plan looks feasible, why not have the class work together on it? Perhaps the students could vote on the plan they would most like to carry out.

ACTIVITY 2: **LETTING PEOPLE KNOW HOW YOU FEEL**

Students will write letters expressing their opinions about a hunger issue.

OBJECTIVES

- To identify possible letter recipients
- To outline ideas about hunger and its causes
- To write a short letter or card

MATERIALS

- Paper
- Pens
- Envelopes and stamps

EVALUATION

Letters can be turned in (not graded).

PROCEDURE

1. Discuss with students the idea that letters to public figures can have an impact. Sometimes only a few letters on a particular issue are sent to public officials, so every letter carries weight. Public opinion can have a major impact.

Mention that it is easy for an individual to put off writing a letter. By making letter writing a class project, you can open the door for students to continue letter writing on their own. Encourage students to continue this process.

2. Ask students as a group to list on the board important subjects for letter writing. Possible ideas: farm foreclosures, deceptive advertising, changes in food programs, the need for shelters for homeless people, the export of illegal pesticides to third world countries, and continued aid to countries with bad human rights records.

Positive letters can be written applauding good policy changes or a group's sustained efforts to end hunger. Some examples: Apple Computer pulling out of South Africa; cities declaring themselves sanctuaries for Central American refugees; organizations noted for their commitment to ending world hunger (see Resource Guide); political leaders who propose cuts in military spending and increased support for health care, education, etc.; and successful examples of community organizing to help the poor. Positive letters are rare and are very much appreciated.

3. For each topic listed, ask for suggestions of people and places to send the letters. Some addresses for government officials are listed on the Action Ideas handout (p. xv). Others can be located with help from a reference librarian at your local library. The telephone directory is a good resource for the local area. Package labels often give the addresses of companies making products.

4. Distribute letter-writing materials to students, and ask them to compose short letters about their topics to be sent to selected people. Suggest that each student include a brief description of the problem and how she or he would like the recipient to respond to the problem. Asking questions opens the door to dialogue with the recipient and increases the chance that the student will receive a personal reply.

5. When writing to public officials, make sure to use the correct salutation, closing, and address. Note that the president and vice president of the United States are addressed by title only.

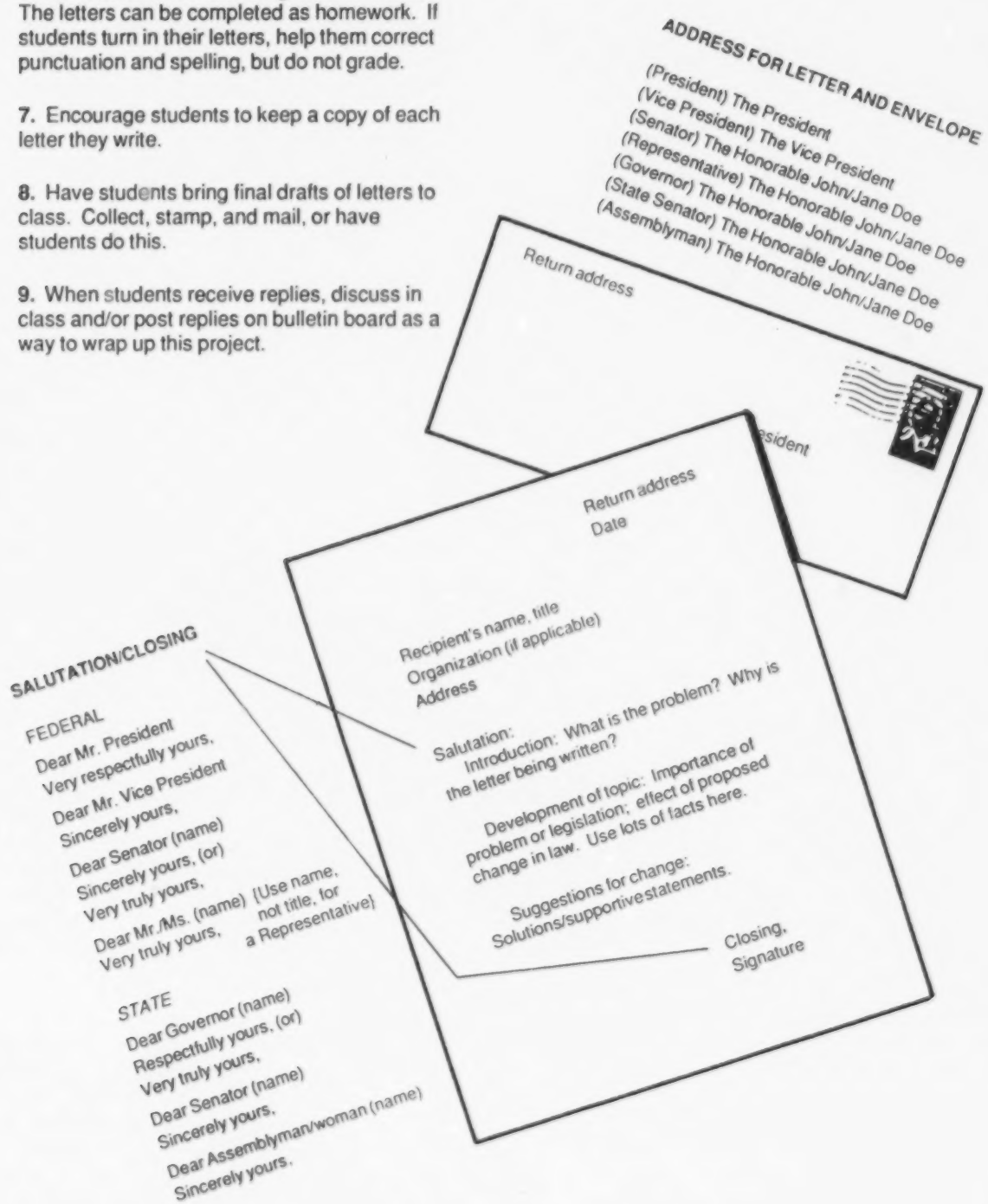
You may need to review the structure of a business letter with the students. Language and composition books generally have good descriptions of the proper format for business letters. A brief format is presented.

6. Ask students to make rough drafts in class. The letters can be completed as homework. If students turn in their letters, help them correct punctuation and spelling, but do not grade.

7. Encourage students to keep a copy of each letter they write.

8. Have students bring final drafts of letters to class. Collect, stamp, and mail, or have students do this.

9. When students receive replies, discuss in class and/or post replies on bulletin board as a way to wrap up this project.



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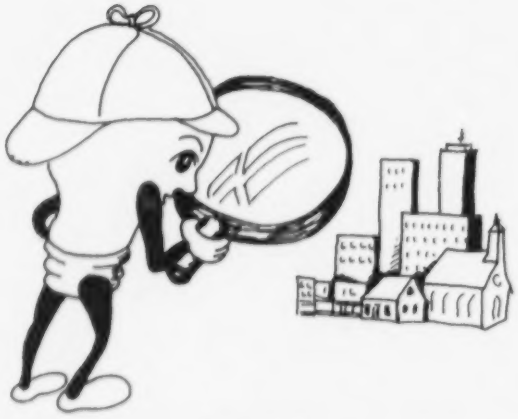
ACTIVITY 3: FOOD AND HUNGER IN YOUR COMMUNITY

Students will research the role their community plays in the world food system and where hunger occurs in their community. They will compile a group report on their findings.



OBJECTIVES

- To investigate hunger and food in the local community
- To compile a report based on research

MATERIALS

- Paper
- Art supplies
- Notebooks

EVALUATION

Group reports can be turned in.

PROCEDURE

1. Ask students what they know about hunger in their community. Does it exist? Suggest that the class design and conduct a research project about how hunger and food issues relate to their community.

Suggest these topics for investigation to students and/or come up with others if you wish.

- **How widespread is hunger in our community?**

Investigate school lunch programs. What programs does your school have? Are there food banks in your town? How many people use them? How many people in your town live below the poverty line? This information is often available at city or county offices or the state department of public aid. The U.S. census also contains this kind of information. Reference librarians are helpful in making sense of the census.

- **Where does our food come from?**

Investigate whether or not your community produces food. Are there any canneries, bakeries, mills, food-processing plants, or meat-packing plants? Do these industries get their raw materials from the local area or from far away? Where is the locally produced food consumed? Is it consumed locally or far away? Where is other food eaten in the community produced? Have things changed in the last twenty years?

There are many ways to investigate these questions. Students can take a sample of thirty food items from a grocery store and research the origins of these products. They can then make a map or a flow chart of the path the food took before coming to the local community. If there are food industries in your town, students can conduct interviews with people working in these industries.

- **How is this community linked to the forces that create hunger in other countries?**

Hunger is created and maintained where governments prohibit workers from organizing unions, where governments pour resources

into the military and the police and use them against their own people, where wealthy landowners and foreign corporations take land from poor peasants, and where food production is shifted to luxury exports while local food production declines. Are we connected to the creation and continuation of hunger through the use of our tax dollars or the policies of corporations based here in the United States? What are the living conditions of people growing our food?

To find out about living conditions in other countries, check with a reference librarian for information. There are many books on the situation of farmworkers in the United States. The International Labor Organization publishes wages for various occupations in many countries. Finally, students can interview local residents who are immigrants or refugees about working conditions in their country.

2. Have the students select topics they would like to research for the notebook. Several students can work together on a particular topic. Suggest a time limit for the project, perhaps one to two weeks.

3. After students have had time to conduct their research, have a class meeting to discuss their findings. Assign each student or group to prepare a part of the class report. Possible contributions include written reports, maps, drawings, photographs, or transcripts of interviews.

Encourage students to use their varied talents in producing the report. They can each work at home on individual segments of their group report.

4. Allow an hour or two of class time to put together the report. Make copies for all students. You may want to distribute additional copies to individuals in the community (perhaps some of the people that students interviewed). It is also valuable to put copies in libraries.

ACTIVITY 4: **FIGHTING HUNGER IN YOUR COMMUNITY**

Students will research individual actions and community programs that fight hunger and compile a resource directory for distribution.

OBJECTIVES

- To investigate how the local community works against hunger
- To develop interviewing skills
- To produce a resource directory
- To distribute the directory

MATERIALS

- Paper
- Art supplies

EVALUATION

Student participation

PROCEDURE

1. Ask students to list any food- and hunger-related organizations or activities in the community. You might wish to make this an overnight assignment so they can discuss it with family and friends.

Suggest leads on where to find out what groups exist. Examples of community involvement include religious groups, government programs, community organizations, food cooperatives, labor unions, farmers' groups, community garden clubs, college groups, food banks, extension agencies, urban leagues, refugee groups, boycott groups, political action groups, neighborhood organizations, soup kitchens, and emergency shelters. Many times contacting one organization will lead to information on several others.

2. Assign individual students or small groups to research one of the groups suggested and write up to a page about the group or program.

3. Give students a week or two to arrange and carry out their interview. Suggest that they come up with questions before the interview. Several students can brainstorm questions before the interview.

4. Inform students that their write-up should contain the name of the program, name and position of person interviewed, activity, description of activity (who is served, what requirements do they have for people being served, what does the program do?), person to contact for information about the program (name, address, phone), and other organizations or programs recommended by the contact person.

5. After the first round of interviewing, you may want to assign a second round to follow up on new ideas.

6. When write-ups are completed, set aside a day to compile the directory. Discuss with students how they wish to organize it, for example by agency, by type of program, or alphabetically.

Ask for volunteers to design a cover and title for the directory. Other students can volunteer to proofread and make copies of the directory. If your school cannot help pay for this project, you might suggest some fund-raising activities to get enough money to print the directory.

7. Make copies for all class members and for all organizations listed.

8. Discuss with students some other places to distribute the directory. Libraries, courthouses, churches, synagogues, and social service agencies are just a few examples. Ask for volunteers to help distribute the copies.

ACTIVITY 5: **TEACHING OTHERS ABOUT HUNGER**

Students will design and conduct an educational program about a hunger-related topic.

OBJECTIVES

- To discuss the role of education in ending hunger
- To discuss educational activities students can conduct and to target an audience for their program
- To organize an educational program
- To present their program to a group

MATERIALS

- *Suggested Activities for Educating about Hunger* (chart)

EVALUATION

Student participation

PROCEDURE

1. Begin by explaining to students that they are capable of being teachers as well as students. Discuss how education can help end hunger. Ask students to suggest something they would like to teach someone about hunger. Ask students to think of an audience they would like to reach. Have them list possible projects.

2. Compile on the board a chart of suggested teaching activities based on the topics the students suggested. Some possible topics, audiences, and program ideas are presented in the chart *Suggested Activities for Educating About Hunger.*

3. After charting all of the suggestions offered by students, ask them to vote for one activity that they, as a group, would like to work on. Ask students to consider the amount of time their project will take and possible costs.

4. After the class has chosen an activity, help them outline what needs to be done to carry out the project. At this stage, students may find that they have bitten off more than they can chew. Suggest ways to simplify the activity, or let them go back and choose another activity.

5. Divide students into work groups to carry out various tasks. It is best to get students to volunteer for the groups they want to be in. However, you may want to steer students towards tasks in which their chance of success is greatest. For instance, a student with poor reading skills may be able to work on illustrations, photographs, or filming, or on organizing a presentation. A shy student could work more on research and play a smaller role in presentation.

6. After each group has completed its task, have the class meet to organize their program. This may take several hours of class time if they are going to produce visual aids or have to assemble teaching materials.

7. Help students conduct the program. At this point, you may have to arrange for rides, work with schedules, etc.

8. After the program, discuss how it went. What worked and what didn't work? How could it have been improved? Did the students accomplish their goals?

SUGGESTED ACTIVITIES FOR EDUCATING ABOUT HUNGER

TOPIC	AUDIENCE	GOAL	PROGRAM IDEA
Food and hunger	Elementary students	To share knowledge	■ Present talks or skits at grade schools.
Hunger awareness	School, local community	To create awareness of extent of world hunger	■ Activity day or fair ■ Exhibit or bulletin board. ■ Articles or cartoons or drawings in school paper or letters to the editor. ■ Program on public-access TV or radio talk show. ■ World hunger meal ■ Resource library on hunger
Careers to end hunger	School	To help others learn about jobs that work to end hunger	■ Program through school counseling office
Local activities to end hunger	School	To teach about local groups working against hunger	■ Resource directory ■ Fundraising for local food banks, shelters, antipoverty programs ■ Creation of a school club

GLOSSARY

■ A ■

Absentee landowner person who lives at some distance from the property that he or she owns. Sometimes used to imply that landowner is negligent about responsibilities of ownership.

Acre a measurement of land equal to 43,560 square feet (1/2 city block or about the size of a football field).

Advertising describing and showing a product in ways designed to get people to buy it.

Agency for International Development (AID) the U.S. government agency that runs aid programs to other countries.

Agricultural extension agent, agricultural extension service most countries, including the United States, have trained workers who go to farms and advise farmers on improving their farming methods. Extension agents often help young people, such as 4-H Club members, learn to farm, too.

Agriculture the science, art, or activity of farming; the cultivation of crops or raising of livestock.

Aid financial, personnel, or material assistance provided by a person, government, or nongovernmental organization; may be a grant or a loan and can take many forms, such as military equipment and advisors, medical supplies, food, construction projects, or direct monetary contributions.

Alien person who is a citizen of a country other than the one in which he or she is residing.

Apartheid the system of racial separation in the Republic of South Africa by which the laws and institutions of the country deny blacks and all other nonwhite South Africans equal political, economic, and social rights.

Appropriate technology small-scale, simple, practical, and cheap solutions to problems such as fuel or water scarcity. Solutions draw on local human and material resources and can be duplicated with little or no outside help.

Arable land land suitable for farming.

Assistance help or aid.

Assumption an idea or belief that one takes for granted or presumes to be true without questioning or asking for evidence.

■ B ■

Balance sheets in bookkeeping, the pages that show whether the business has lost money or made a profit overall.

Bilateral aid aid given by one government to another government.

Biotechnology application of biological principles in commercial processes, using organisms or the substances they produce. New seed varieties have been developed using biotechnology.

Boycott an organized plan of refusing to buy products or use services from a particular company or organization, or from a particular country or region, in order to bring about changes in policy.

■ C ■

Calorie a unit used to measure the food energy required to maintain the body. In the United States, the average adult requires 2,100–2,700 calories a day; a teaspoon of sugar contains sixteen calories. A calorie, when referred to in chemistry, physics, and biology texts, is actually 1/1,000 of a "nutrition" calorie. It represents the amount of energy needed to raise one gram of water one degree centigrade.

Campesino rural agricultural worker; Spanish equivalent of English *peasant.*

Carrier a container used by farmworkers to bring fruit from the field.

Cash crop a crop grown to be sold for money and consumed elsewhere instead of being used to feed the people who cultivate it.

Change to make different.

Charity an act of benevolence or kindness; a voluntary gift to those perceived as needy. It may or may not be helpful in the long run.

Chronic hunger perpetual or constant hunger with lasting effects on a person's health and development.

Colony a people or territory separated from, but ruled by, another people or government.

Colostrum the first milk produced by mammals just after giving birth. It is extremely nutritious and helps protect the newborn against disease.

Common Market an association of countries formed to establish a closer economic union, especially through mutual trade agreements and tariff concessions; specifically, the European Economic Community.

Consumer a person or organization that uses goods or services.

Cooperative (coop) an association for buying, selling, or working together to the advantage of the members of the association; a worker-owned or customer-owned business. Common examples are agricultural, food, credit, and educational coops.

Cost of living amount of money needed to purchase food, shelter, health care, transportation, and other items in a society; increases with inflation.

Culture special ways of living that give a society its unity and character. Traditional foods, different roles for men and women, ways of raising children, religious rituals and beliefs, artistic and musical traditions—all those characteristics shared from generation to generation that give a society its identity.

■ D ■

Density amount of something in a given area, as in *population density.*

Deportation the act by government authority of forcing a person to leave a country.

Developed country usually refers to an industrialized country that has the necessary means to supply all of its citizens with basic needs. These countries have extensive transportation, energy, communication, education, food processing and storage, housing, and health care systems. However, access to these supply systems can be closed to many people who do not have the money.

Development the growth of a person or society toward its full potential. It is often used to mean "industrialization" or "modernization" of third world countries, with the assumption that industrialized countries like the United States are the ideal.

Dilapidated in bad condition; ruined; run down.

Displaced removed from one's original home.

Distortion twisting out of shape; twisting of the facts; a misrepresentation; a perversion or unfaithful rendition.

Donor one who gives or donates.

Drought severe lack of rainfall or other source of moisture during a given period.

E

Ecological damage the upsetting of relationships between living organisms and the soil, water, and climate in a given area.

Economic Support Fund (ESF) part of U.S. government aid given to other governments that they can use for a wide variety of purposes; not tied to a particular project.

Economy a system of producing, distributing, and consuming wealth. A country with an agricultural economy will gain most of its income from the sale of agricultural products.

Editorial an article in a publication expressing the opinion of the editors or publishers on a given subject; in radio and television, commentary reflecting the views of the station or network.

Empathy compassion for others; the ability to put oneself in the place of another.

Environmental having to do with one's surroundings.

Equity the difference between the market value of land or other valuable item and the amount the owner owes on the item. If a farmer borrows $1,000 to buy an acre of land and the market price of the land goes up to $3,000, the farmer now has $2,000 more equity in the land, so the bank might loan the farmer another $2,000. *Equity* also means fairness, justice.

Export to ship items to other countries for sale or exchange; an item or product that is shipped out of the country.

Export agriculture an agricultural system that produces crops to sell to other countries rather than to be consumed where they are grown.

F

Fact that which actually exists; truth; something that has been done; an observable event or occurrence.

Fallow (land) left unplanted for one or more growing seasons in order to prevent depletion of soil nutrients, prevent erosion, and add organic matter to the soil.

Family planning conscious attempt to limit or control the number of children a couple will have.

Famine extreme and widespread hunger in an area.

Federal nutrition programs programs organized at various times by the U.S. government to improve nutrition for pregnant and nursing women, babies, school children, and senior citizens.

Fertilizer material added to the soil to increase nutrients available to plants.

Flunkie a term of contempt for a person who does menial work; a worker who is excessive in trying to impress a supervisor.

Food and Agriculture Organization of the UN (FAO) an agency of the United Nations that manages programs in food production, agriculture, and nutrition. This agency also collects statistics on world food production and supply.

Food bank a regional center for food donated by the government, organizations, companies, and individuals. From these banks food is usually sent out to local soup kitchens, emergency shelters, and food programs for poor people.

Food stamps food coupons issued by the U.S. government to help people purchase food for themselves and their families. To receive food stamps, a person must fill out an application each month to certify that he or she doesn't have enough money to buy food.

Food supply The types and quantities of food products available for consumption in a given area or country.

Foreign policy a country's plan or course of action aimed at determining its relationships with other nations; includes trade, territorial rights, access to resources, political and military relations, and other economic and strategic interests.

G

Generic foods foods sold without brand names or corporate labeling.

Green Revolution phrase referring to the introduction of new agricultural technologies to underdeveloped countries to increase crop yields, begun in the 1950s.

Gross national product (GNP) the value of all finished goods and services produced in a country in a certain time period, usually a year.

H

Harvest the crop of one growing season.

Hectare area of land equal to 10,000 square meters; about two and a half acres.

Herbicide a chemical used to kill plants.

Hidden consumption the many pounds of grain that people consume indirectly when they eat the meat of animals fed that grain. Almost half the grain used in the world is fed to animals.

Hunger a state of need produced by insufficient nutrition; it can be experienced as pain or tiredness or extreme illness; it produces anguish, humiliation, grief, and fear in those who must endure it; and it is the cause of death for 20 million people every year.

I

Ideology a body of ideas widely held in a particular culture about what is good, valuable, or right and which therefore serves as a standard of normalcy in that culture; the doctrines upon which a particular political, social, or economic system is based.

Illiteracy inability to read and write.

Immigrant a person who arrives in a new homeland after leaving his or her country of birth.

Immigration entering another country for permanent residence.

Immigration and Naturalization Service (INS) the U.S. government agency that controls immigration.

Import to accept goods into a country for sale or exchange; a product manufactured outside the country in which it is being sold or used.

Income payment received for work, goods produced, and rents, and from other sources.

Indigenous existing originally in an area; native.

Industrialized country a country whose economy is dominated by large-scale manufacturing and corporate businesses; often called a "developed" country.

Infant formula a prepared mixture of milk and other ingredients for feeding a baby.

Infant mortality rate (IMR), infant mortality statistics the number of babies who die before their first birthday out of every 1,000 born. In 1984 the infant mortality rate in the United States was about 11/1,000; in Sweden, 7/1,000; in Ethiopia, 172/1,000.

Inflation a fall in the value of the money of a country causing a sharp increase in the prices of goods and services. After an inflationary period a dollar buys less than it did before.

Informed choice a decision based on knowledge, observation, or facts.

Injustice an act, circumstance, or relationship that is unfair or inequitable. To commit an injustice is to wrong an individual or group.

Insecticides chemicals used to kill insects.

Interest the price a borrower has to pay for using a lender's money.

Irrigation a means of supplying water to dry land to help increase crop production.

■ L ■

Legumes plants in the bean family, very rich in protein.

Life expectancy the statistically predicted average number of years that a person born at a particular time and in a particular environment is likely to live.

■ M ■

Malnourished, malnutrition state of illness resulting from insufficient food or incorrect proportions of food nutrients.

Market a place where goods are offered for sale; also, to sell and distribute goods.

Market economy an economy in which goods are produced to be sold or traded with other economies.

Market strategy a plan for selling products and getting the best price; a technique or techniques used to convince people to buy a certain product. See also *advertising*.

Mechanization the introduction of machinery to do tasks formerly done by people or animals.

Monoculture planting an area with a single crop. Such uniform crop production runs higher risk of loss in the event of a plant disease or insect infestation.

■ N ■

National interest a goal or end that would be beneficial for a country as a whole. Because of disagreement about what these goals are, this phrase is often ambiguous; it may be taken to mean the security that comes from peaceful coexistence of all peoples, or it may be taken to justify attempts to extend economic or military control over others.

Natural resources raw materials present in the environment such as wood, coal, oil, minerals, water, water power, and arable land.

News information about current events of general interest; articles or broadcasts reporting such information. News is expected to be factual but can be biased.

Nomadic herder a person who has no permanent home but moves regularly in order to find grazing land for animals.

Nongovernmental organization organization or agency that is not part of a government, although many receive money from governments.

Nutritional deficiency inadequate amount of nutrients (protein, calories, fats, vitamins, minerals) in one's diet.

■ O ■

Observation the act of actually seeing or perceiving something.

Obstacle something that stands in the way; a hurdle.

Organic matter material derived from living or once-living organisms. In soil, organic matter may provide nutrients and help retain soil moisture. Leaving some residue of crops on the land at harvest time reduces the loss of soil organic matter.

Overpopulation having more people in an area than there are resources and space available to sustain them or accommodate their needs.

■ P ■

Passive not active; yielding or submissive, appearing to be without initiative or ability to change a situation.

Peasant any person of the class of small farmers or farm laborers; an agricultural worker, especially in the third world. Many early immigrants to the United States were peasants from Ireland, England, and Sweden.

Per capita for each person; the total amount (of food, land, etc.) divided by the number of people in the country, region, or group.

Peso name of the local monetary unit in a number of countries, including Mexico and the Philippines. Its purchasing power varies from country to country as does its dollar equivalent. In February 1987, a U.S. dollar was worth 1,039 Mexican pesos and 20,000 Philippine pesos.

Pesticide chemical used to kill unwanted insects and plants. Many pesticides pose serious health and environmental problems.

Petition a formally drawn up request or demand for action, addressed to a person or organization in power. Often, petitions are signed by many people; and in some cases they can be used to place an issue on the ballot for a vote.

Plantation a large farm, usually growing one kind of crop.

Population the number of people living on a certain area of land.

Population density the number of people per given unit of land, such as the number of people per square mile.

Poverty line, poverty level a level of income set by the U.S. government that describes the minimum amount of money the government thinks is necessary to provide food and shelter for a person or family. This line is used to decide whether a person receives food stamps or other help from the government. In 1986 it was set at $3,600 per year for a single person.

Predecessor a person or thing that came before; ancestor.

Prime time those hours of radio and television time when the largest audience is available, usually evening hours.

Producer a person or organization that controls the growing, manufacture, and financing of goods and services for sale to consumers.

Production the act of making, creating, or manufacturing; in agriculture, the process of growing or raising food products.

Program a plan or project.

Protein dietary substance used for building bone, muscle, skin, and other organs. In the form of enzymes, protein helps regulate body functions. Protein is concentrated in animal sources (meat, chicken, milk, eggs, cheese) as well as in a variety of grains, beans, nuts, and seeds.

■ R ■

Recombinant DNA techniques methods used to rearrange or restructure genetic material through splicing or transplants from one organism to another.

Recommended dietary allowance (RDA) an estimate of the average amount of a nutrient needed in order to live a healthy, active life. RDAs differ for men and women, for different age groups, and for different levels of activity.

Runaway shops factories that leave one area to take advantage of low wages, low taxes, and a lack of governmental control over safety and health conditions in another area. Relocations occur either to other countries or to other parts of the same country.

Rupee the unit of currency in India, worth approximately 8 U.S. cents in March 1987.

Rural of the countryside; nonurban.

■ S ■

Scarcity a lack or shortage of something; not enough to go around; not enough for everyone who wants or needs it.

Self-reliant relying on oneself or one's own powers.

Self-sufficient able to exist and function without outside help.

Social inequity an injustice or unfairness found in society. It may be so widespread as to seem unavoidable or normal and may be built into social customs; racial segregation, for example.

Sorghum a grain-bearing plant similar in appearance to corn. Its stems also provide a sugar juice, like sugarcane. Sorghum is native to Africa and is drought-resistant.

Soybeans a crop plant that produces small yellow beans used in the production of food, animal feed, oils, paints, and other commercial products. Soybeans follow only wheat, rice, corn (maize), barley, and cassava in worldwide production.

Staple a basic or necessary item of food; the principal food consumed by a people.

Statistics facts or data about a place, person, population, or event.

Subsistence economy economy in which all goods produced are used to support the basic needs (food, clothing, shelter) of the local population.

Surplus food food produced and not sold; often deliberately kept in storage in order to keep prices artificially high. It may be sold or given away later. Enough surplus wheat alone is stored in the United States to give every person in the world seven loaves of bread.

■ T ■

Task force a group of people who are studying a particular issue. Usually they make recommendations about that issue.

Technology the application of certain scientific principles to solve problems.

Tenant a person who rents land or housing from another.

Third world generally refers to poorer countries of the world. The term emerged after World War II, during the "cold war" tension between Soviet and U.S. allies, to describe underdeveloped countries that could not be counted on either side.

Traditional culture customs, beliefs, and knowledge perceived to be consistent with the longstanding practice of past generations; conventions that are thought to be valuable because of their continuous history.

Traditional varieties those crops that have been developed through trial and error by an indigenous people over a long period of time; generally well suited to local environmental conditions.

Transnationals (transnational corporations, multinational corporations) corporations that recognize no national boundaries in their fields of operation, whether in production, financing, or sales. Such a company may manufacture pieces of its products in many different countries, assemble them in another, sell them in others, and finance them in still another.

U

Underdeveloped country a country in which there is little industrial development and which lacks the necessary resources or supply systems to provide its citizens with basic needs such as adequate transportation, energy, communication, food processing and storage, education, housing, and health care.

Undernutrition lack of sufficient nutritious food; can cause problems with physical and/or mental health.

Underpopulated a term used to describe an area with significantly fewer people than it could support.

Undocumented worker a person working in a country without the permission of that country's government.

Unemployment the state of being without work. Sometimes refers to "unemployment compensation," which is money paid to an unemployed person by a government for a specified period of time.

United Nations (UN) the international organization of nations formed under a permanent charter in 1945 in order to promote world peace and insure international cooperation in furthering social progress for all peoples.

Urban having to do with cities.

W

Welfare the condition of health, happiness, and prosperity. Often used to describe a government program of assistance that contributes towards fulfilling the basic needs of food, housing, and health care for the poor. See *poverty line.*

World Bank an organization started at the end of World War II to help finance the reconstruction of war-torn Europe. During the 1950s the World Bank shifted its focus to lending money for third world development projects. It makes long-term loans to underdeveloped countries at lower interest rates than private banks. The World Bank receives its money from 134 member countries. The president of the World Bank is selected by the president of the United States, so many actions of the World Bank reflect the political beliefs of the current U.S. president.

Y

Yield the amount of a crop produced in a given area.

RESOURCE GUIDE

The following list of organizations, books, audiovisuals, and guides can help you expand on your hunger unit. Complete listings for all resources suggested in the Action Ideas can be found in this section.

ORGANIZATIONS

- American Agriculture Movement
  100 Maryland Avenue NE, Suite 500
  Washington, DC 20002
  202-544-5750

  A family farm lobbying organization seeking to change farm policy. Write for publications list.

- American Friends Service Committee
  1501 Cherry Street
  Philadelphia, PA 19102
  215-241-7000

  AFSC is a social welfare organization of the Religious Society of Friends (Quakers). Disseminates many publications and slide shows. Sponsors summer programs for high-school and college students.

- Americas Watch Committee
  36 West 44th Street
  New York, NY 10036
  212-840-9460

  Monitors and promotes observances of free expression and other internationally recognized human rights in the Western hemisphere. Publishes reports regularly; write for catalog.

- Amnesty International
  322 8th Avenue
  New York, NY 10001
  212-827-8400

  Works to free prisoners of conscience, for fair and prompt trials for all political prisoners, and to abolish torture and executions. Publishes *Torture by Governments*, a book for high-school teachers on the subject.

- Bread for the World
  802 Rhode Island Avenue NE
  Washington, DC 20018
  202-269-0200

  Christian group oriented toward citizen participation. Has information on conducting a hunger awareness tour of a community.

- Center for Rural Affairs
  PO Box 405
  Walthill, NE 68067
  402-846-5428

  Publishes monthly newsletter and *Small Farm Advocate*, a quarterly journal. Organizes annual Innovator's Technology Fair to share low-cost technologies.

- Center for Science in the Public Interest
  1501 16th Street NW
  Washington, DC 20036
  202-332-9110

  CSPI publishes *Nutrition Action* magazine, *Nutrition Scorecard* poster, books, and a curriculum materials catalog.

- Center for Teaching International Relations
  Graduate School of International Studies
  University of Denver
  Denver, CO 80208
  303-871-3101

  CTIR sponsors educational materials projects.

- Center for World Development Education
  128 Buckingham Palace Road
  London, SW1 W9SH
  UNITED KINGDOM

  Catalog of teaching materials including games, books, and audiovisuals.

- Children's Foundation
  815 15th Street NW, Suite 928
  Washington, DC 20005
  202-347-3300

  Publishes fact sheet on child-care and food programs. Publications list on request.

- Church World Service
  475 Riverside Drive
  New York, NY 10015
  212-870-2079

  The relief, development, and refugee arm of the National Council of Churches in the United States.

- Church World Service Film Library
  PO Box 968
  Elkhart, IN 46515
  219-264-3102

  The largest free lending library of materials on hunger and development issues, providing films, filmstrips, and other education materials. CWS Office on Community Outreach is also at this address and administers 26 regional chapters focusing on global concerns and educational activities. Write for information on the chapter nearest you.

- Church World Service Office on Global Education
  2115 North Charles Street
  Baltimore, MD 21218
  301-727-6106

  Advocates initiatives in global education in the United States. Resource list available on request.

- Clergy and Laity Concerned
  198 Broadway, Suite 302
  New York, NY 10038
  212-964-6730

  CALC works for peace and justice through the religious community. Resource list available on request.

- Community for Creative Nonviolence
  1345 Euclid
  Washington, DC 20009
  202-322-4332

  Works for the rights of homeless people.

- Community Nutrition Institute
  2001 S Street NW
  Washington, DC 20009
  202-462-4700

  Citizen's organization specializing in food and nutrition issues. Publishes *Community Nutrition* magazine.

- Cooperative Trading/Friends of the Third World
  611 West Wayne Street
  Fort Wayne, IN 46802
  219-422-6821

  Publishes newsletter, fact sheets, flyers,

and catalog of craft items made by worker cooperatives. Write for information on organizing a cooperative.

- Cornucopia Project
  33 East Minor Street
  Emmaus, PA 18049
  215-967-5171

  Publishes list of ecological agriculture publications and audiovisuals.

- Development Education Center
  229 College Street
  Toronto, Ontario
  CANADA M5T 1R4
  416-597-0328

  DEC Literature List has publications, films, slide shows.

- Earthscan
  1717 Massachusetts Avenue NW, Suite 302
  Washington, DC 20036
  202-462-0900

  The news and communications branch of the International Institute for the Environment and Development. Has catalog of publications.

- Educators for Social Responsibility
  3 Garden Street
  Cambridge, MA 02138
  617-492-1764

  Publishes newsletter, holds conferences and workshops. ESR has many local chapters for teachers to join.

- Farm Labor Organizing Committee
  714-1/2 South St. Clair Street
  Toledo, OH 43609
  419-243-3456

  Produces pamphlets on problems of farmworkers, in English and Spanish.

- Food First/Institute for Food and Development Policy
  145 Ninth Street
  San Francisco, CA 94103
  415-864-8555

  Publishes and distributes books, research reports, audiovisuals, guides, curricula, and quarterly newsletter. Also publishes *We Are the World, So Let's Start Changing It*, an action guide developed especially for students. Write for general catalog and educational resources catalog.

- Food Research and Action Center
  1319 F Street NW
  Washington, DC 20004
  202-393-5060

  Has step-by-step guide on setting up a project to document hunger in your community. Publishes *Foodlines* monthly newsletter and a series of fact sheets.

- Free South Africa Movement (c/o TransAfrica)
  545 8th Street SE
  Washington, DC 20003
  202-547-2550

  Has catalog of materials and newsletter.

- GATT-Fly
  11 Madison Avenue
  Toronto, Ontario
  CANADA M5R 2S2
  416-921-4615

  Advocates alternative economic policies concerning food. Publishes *GATT-Fly News* and *Ah-hah! A New Approach to Popular Education.*

- Global Learning Inc.
  40 South Fullerton
  Montclair, NJ 07042
  201-783-7616

  Publishes *Food/Hunger Issues: A Global Perspectives Approach*, an annotated list of resources for teachers.

- Global Perspectives in Education Network
  45 John Street, Suite 1200
  New York, NY 10038
  212-732-8606

  GPIEN publishes *Access*, a monthly bibliography of materials on global issues, and curriculum materials on various topics.

- Grassroots International
  PO Box 312
  Cambridge, MA 02139
  617-497-9180

  A social change agency that funds progressive development projects in developing countries. Provides one-page program profiles on South Africa, northeast Africa, the Middle East, and the Philippines.

- Immaculate Heart College Center
  10951 West Pico Boulevard, Suite 2021
  Los Angeles, CA 90064
  213-470-2293

  Publishes *Global Pages* monthly newsletter, each one on a different global issue with articles, useful statistics, and resource list. Excellent for classroom use.

- INFACT
  186 Lincoln Street, Room 203
  Boston, MA 02111
  617-338-6101

  Led Nestlé boycott to protest infant formula sales, provides information on involvement of transnationals in third world countries.

- Institute for Food and Development Policy/Food First
  See Food First/Institute for Food and Development Policy

- Institute for Local Self-Reliance
  1717 18th Street NW
  Washington, DC 20036
  202-232-4108

  Produces materials on participation in community development.

- Institute for Peace and Justice
  4144 Lindell Street #400
  St. Louis, MO 63108
  314-533-4445

  Promotes teacher education and materials development around peace and justice issues.

- Institute for Policy Studies
  1901 Q Street NW
  Washington, DC 20009
  202-234-9382

  Progressive think tank focusing on United States national security policy and intervention in the third world. Publishes and distributes literature. Catalog available upon request.

- Interfaith Center on Corporate Responsibility
  475 Riverside Drive, Room 566
  New York, NY 10115
  212-870-2294

  Provides publications on social impact of corporations. Publishes *Corporate Examiner* newsletter.

- International Alliance for Sustainable Agriculture
  Newman Center
  University of Minnesota
  1701 University Avenue SE, Room 202
  Minneapolis, MN 55414
  612-331-1099

  Produces a slide show on sustainable agriculture.

- Land Institute
  Rural Route 3
  Salina, KS 67401
  913-823-8967

  Publications on sustainable agriculture. Sponsors college-level intern programs.

- MADRE
  853 Broadway, Room 301
  New York, NY 10013
  212-777-6470

  Promotes solidarity with mothers and children in Central America.

- Mennonite Central Committee
  21 South 12th Street, Box M
  Akron, PA 17501
  717-859-1151

  Organizes self-help craft shops throughout the United States that sell only goods produced by cooperatives that pay their workers fair amounts. Also has an audiovisual library.

- Mobilization for Survival
  853 Broadway, Room 418
  New York, NY 10003
  212-533-0008

  Send for list of publications.

- Movement for a New Society
  4722 Baltimore
  Philadelphia, PA 19143
  215-724-1464

  Catalog lists materials on justice, nuclear issues, nonviolence, hunger, and lifestyles.

- National Committee for World Food Day
  1001 22nd Street NW
  Washington, DC 20437
  202-653-2404

  Coordinates activities around World Food Day, October 16, as well as hunger issues throughout the year.

- National Congress of American Indians
  2025 Eye Street NW, Room 317
  Washington, DC 20006
  202-466-5680

  Provides information on issues of Native Americans. Publishes newsletter and other materials.

- National Science Teachers Association
  1742 Connecticut Ave NW
  Washington, DC 20009
  202-328-5800

  Publishes *Hunger: The World Food Crisis*, an NSTA environmental materials guide.

- National Sharecroppers' Fund/Rural Advancement Fund
  2124 Commonwealth Avenue
  Charlotte, NC 28205
  704-334-3051

  Publishes *Rural Advance* newsletter, available free of charge, plus brochures and a guide to alternative seed sources.

- National Student Campaign Against Hunger
  29 Temple Place
  Boston, MA 02111
  617-292-4823

  Student-run action group; newsletter, fund-raising ideas available. Good opportunity for students to get involved.

- North American Congress on Latin America
  151 West 19th Street, 9th floor
  New York, NY 10011
  212-989-8890

  Publishes bimonthly *NACLA Report on the Americas*.

- Oxfam America
  115 Broadway
  Boston, MA 02116
  617-482-1211

  Raises funds for international development projects. Publishes *Facts for Action* leaflets, many other pamphlets, and a newsletter about people's work to improve the food situation in their own countries.

- Pesticide Education and Action Project
  PO Box 610
  San Francisco, CA 94101
  415-771-7327

  North American regional office for Pesticide Action Network International, a coalition of organizations concerned with the misuse and abuse of pesticides. Concentrates on educational outreach and promotion of alternatives. Publishes newsletter and a pesticide information and action kit called *The Dirty Dozen*.

- Public Interest Research Group
  1346 Connecticut Avenue NW
  Washington, DC 20036
  202-467-4910

  PIRG has information on all types of consumer issues, including effects of utility industry on citizens. The national office can also refer you to one of the many local groups around the United States and Canada.

- Rainforest Action Network
  466 Green Street, Suite 300
  San Francisco, CA 94133
  415-434-1403

  Publishes information on rainforest destruction.

- Science for the People
  897 Main Street
  Cambridge, MA 02139
  617-547-0370

  Publications and curricula with radical perspective on science.

- Seeds
  222 East Lake Drive
  Decatur, GA 30030
  404-378-3566

  Christian hunger organization that publishes *Seeds* magazine and *A Guide to World Hunger Organizations*.

- Simile II
  PO Box 910
  Del Mar, CA 92014
  714-755-0272

  Publishes *Simulation Games for Fourth Grade through College*, a catalog of games.

- Sister Cities International
  1625 Eye Street NW, Suite 424–26
  Washington, DC 20006
  202-293-5504

  Links North American schools to schools abroad. Write for publications and audiovisuals.

- Social Studies School Service
  10,000 Culver Boulevard
  Culver City, CA 90232
  213-839-2436

  Publishes 30 different free catalogs of curricula and other supplemental materials, including *Global Education* and *Multicultural Studies*. Write for these and information on other titles.

- United Farm Workers
  PO Box 62
  Keene, CA 93531
  805-822-5571

  Union of farm workers whose goal is to protect their rights. Migrant workers are of special interest to this group.

- Women Involved in Farm Education
  RR 2, Box 23
  Gurley, NE 69141
  308-254-5409

  Has publications and newsletter on saving the family farm.

- Working Group on Domestic Hunger and Poverty
  National Council of Churches
  475 Riverside Drive, Room 572
  New York, NY 10015
  212-870-2308

  Provides information on local action against hunger.

- World Hunger Education Service
  1317 G Street NW
  Washington, DC 20005
  202-347-4441

  Publishes *Who's Involved with Hunger: An Organization Guide*, audiovisual guide, and publications list.

- World Hunger Year
  350 Broadway, Suite 209
  New York, NY 10013
  212-226-2714

  Programs include grassroots education. Publications include *Food Monitor* and *Hungerline Reports*.

GOVERNMENTAL AND MULTINATIONAL ORGANIZATIONS

The following organizations are sources of official documents and statistics on subjects covered in this curriculum.

- Agency for International Development (AID)
  320 21st Street NW
  Washington, DC 20523
  202-632-1850

  Principal agency administering U.S. bilateral aid.

- Food and Agricultural Organization (FAO)
  1776 F Street NW
  Washington, DC 20437
  202-653-2402

  Part of the United Nations; stated purpose is to raise levels of nutrition and standards of living for people in countries of the UN. Publishes annual *Production Yearbooks*, with statistics on food production, and many other publications.

- United Nations Childrens' Fund (UNICEF)
  United Nations Plaza
  New York, NY 10017
  212-415-8000

  Provides aid to governments for programs to benefit children. Publishes *UNICEF News*, pamphlets, and reports.

- United States Department of Agriculture (USDA)
  14th & Independence Streets SW
  Washington, DC 20250
  202-447-2791

  U.S. government department involved in agricultural research and policy.

- World Bank
  1818 H Street NW
  Washington, DC 20433
  202-477-1234

  A multilateral development bank and lending institution for development financing, usually in third world countries.

AUDIOVISUAL MATERIALS

- *Agribusiness Goes Bananas.*
  Center for Rural Studies, 1978. Slide show, 18 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. Graphically illustrates how multinational corporations and plantation farming systems have affected the lives of Filipino people and the Philippines' agricultural economy. Could be used with lesson 2, activity 3.

- *The Business of Hunger.*
  Maryknoll Films, 1984. Video, 28 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. Presents a hard-hitting view of export crop production and the role of transnational corporations in developing countries. Examines how placing profits above people takes place at the price of malnutrition and famine.

- *Central America: We Can Make the Difference.*
  Institute for Food and Development Policy, 1984. Slide show or filmstrip, 20 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. This timely presentation provides an overview of the roots of the conflict in Central America. Refugees, unionists, Latin America policy experts, religious workers, and Vietnam veterans debunk the Reagan administration's position and show how we can work together to change current policy.

- *The Challenge to End Hunger.*
  Institute for Food and Development Policy, 1987. Slide show, filmstrip, or video version, 20 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. A stimulating presentation that demonstrates the need to go beyond charity to end hunger. Authorities from around the world identify the links between hunger and export agriculture, apartheid, U.S. policy in Central America, the sanctuary movement, aid programs, and more.

- *The Choice Is Yours.*
  Oxfam America, 1980. Slide show, 25 min. Available from Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. Presents Oxfam's approach to development. Gives many examples of people taking action to help themselves. Useful in lesson 5 or 6.

- *Circle of the Heart.*
  Church World Service, 1986. Filmstrip, 15 min. Available free from Church World Service Film Library, PO Box 968, Elkhart, IN 46515, 219-264-3102. Shows crop walks as fundraising events in rural United States communities to support overseas aid projects.

- *Everyone, Everywhere.*
  Franciscan Communications, 1979. Film, 11 min. Available free from Mennonite Central Committee Audiovisual Library, 21 South 12th Street, Box M, Akron, PA 17501, 717-859-1151. From Canada, order from MCC Ontario, 50 Kent Street, Kitchener, Ontario, N2G 3R1, 519-745-8458. Film asks us if we really know the poor in our own house, in our family, in our own community. Useful with lesson 2, activity 4.

- *Faces of War.*
  Institute for Food and Development Policy, 1986. Video, 28 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. This controversial documentary on U.S. intervention in Central America is directed by Emmy award winner Bill Jersey and hosted by Mike Farrell (of *M*A*S*H*). *Faces of War*

illustrates the devastating effects of U.S. military aid to Central America through the dramatic personal stories of six Americans working in the region.

- *Farming with Nature.*
  Thomas Putnam Productions, 1979. Film, 50 min, color. Available from University of Illinois Film Center, Champaign, IL 61820, 217-333-1360. Chronicles one farmer's movement toward sustainable agriculture.

- *Four Myths of Hunger: An Evening with Joseph Collins and Frances Moore Lappé.*
  Institute for Food and Development Policy, 1983. Video, 35 min, color. Available from Food First Books, 145 Ninth Street, San Francisco, CA 94103, 415-864-8555. Collins and Lappé introduce four fundamental misconceptions about the causes of and the solutions to world hunger during their lecture at the University of California at Santa Cruz. Appropriate for high school, college, and community discussions.

- *Guess Who's Coming to Breakfast.*
  Packard Manse Media Project, 1977. Filmstrip, 19 min. Available free from Church World Service Film Library, PO Box 968, Elkhart, IN 46515, 219-264-3102. Shows the impact of transnational corporations on third world countries.

- *Habanaae: The Animal of Friendship.*
  Packard Manse Media and Oxfam America, 1979. Filmstrip, 25 min. Available from Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. A documentary about nomadic herders of Niger. Examines humanmade causes of drought problems and whether the developed world responded in a helpful way. Can be used with lesson 5 or lesson 6.

- *Hamburger, USA.*
  American Friends Service Committee, 1982. Film, 28 min, color. Available from American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102, 215-241-7000. Examines each layer of a cheeseburger to discover corporate control of our food system. Useful with lesson 5 of this curriculum.

- *Harvest of Hunger.*
  Oxfam America, 1984. Slide show, 20 min. Available from Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. Describes the underlying causes of hunger in areas of the third world.

- *Hunger.*
  Mennonite Central Committee, 1986. 3–10-min slide sets. Available free from Mennonite Central Committee, Audiovisual Library, 21 South 12th Street, Box M, Akron, PA 17501, 717-859-1151. From Canada, write MCC Alberta, 76 Skyline Crescent NE, Calgary, Alberta T2K 5X7, 403-275-6935. *Where and Why* describes the plight of the world's hungry and the extent and causes of hunger. *How to Respond* suggests ways that Christians can help. *Helping through MCC* relates MCC's efforts to meet needs worldwide. Discussion guide also available.

- *Hunger Hotline Revisited: Global Food Crisis.*
  Church World Service, 1984. Film, 18 min, color. Available free from Church World Service, PO Box 968, Elkhart, IN 46515, 219-264-3102. Hunger facts are introduced in a talk-show format. Could be used with lesson 1.

- *Manmade Famine.*
  New Internationalist, 1986. Video, 52 min, color, in 2 parts. Available from the Film Makers Library, 133 East 58th Street #307, New York, NY 10022, 212-355-6545, and

also from Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. Documentary arguing that Africa's food shortage is not caused by natural disasters but by government and international aid policies that fail to help the "forgotten farmers," the women of Africa who do most of the farming. Narrated by Glenda Jackson, and filmed on location in Burkina Faso, Kenya, and Zimbabwe. The documentary is also available in a 30-min version titled *With These Hands*.

- *Potatoes.*
  National Film Board of Canada, 1976. Film, 28 min, color. Available from National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020, 212-586-5131. Film looks at changes in rural life that have resulted from new technologies, different market systems, and concentration of control. Coordinates with lesson 5 of this curriculum.

- *Roots of Hunger, Roots of Change.*
  Church World Service, 1985. Film, 27 min. Available free from Church World Service Film Library, PO Box 968, Elkhart, IN 46515, 219-264-3102. Looks at hunger in Senegal. Useful with lesson 5, activity 1.

- *Sarvodaya Shramadana.*
  Novib, 1982. Film, 40 min. Available from Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. This film was produced by the Dutch Development Agency. It describes the history of social, economic, and spiritual aspects of the Sarvodaya movement. Useful for lesson 6.

- *School to School.*
  Bob and Jane Corbett, 1985. Available from Bob and Jane Corbett, 414 Summit Avenue, St. Louis, MO, 63119, 314-961-0316. Slide show and script. A program about establishing sister schools in Haiti. Useful with lessons 7 and 8.

- *Seeds of Revolution.*
  Produced for ABC news with the assistance of Joseph Collins, 1980. Video, 30 min, color. Available from Icarus Films Inc, 200 Park Avenue South, New York, NY 10003, 212-674-3375. Award-winning documentary on hunger, land reform, agribusiness, and the military in Honduras. Focuses on corporate involvement with the military in order to suppress a workers' movement.

- *Signs of Change.*
  Church World Service, 1985. Video or film. Available free from Church World Service Film Library, PO Box 968, Elkhart, IN 46515, 219-264-3102. Describes how community involvement increases food supply and stems famine.

- *Sustainable Agriculture.*
  International Alliance for Sustainable Agriculture. Slide show. Available from the International Alliance for Sustainable Agriculture, Newman Center, University of Minnesota, 1701 University Avenue SE, Room 202, Minneapolis, MN 55414, 612-331-1099.

- *Taking Charge, the Struggle for Economic Justice.*
  American Friends Service Committee/NARMIC, 1983. Filmstrip, 27 min. Available from Mennonite Central Committee, Audiovisual Library, 21 South 12th Street, Box M, Akron, PA 17501, 717-859-1151. From Canada, order from MCC Alberta, 76 Skyline Crescent NE, Calgary, Alberta, T2K 5X7, 403-275-6935. Looks at places all over the world where people are organizing to challenge a legacy of poverty and powerlessness. Useful with lesson 7.

- *Top Priority.* Encyclopedia Brittanica, 1982. Film, color, 10 min. Available from University of California Extension Media Center, 2176 Shattuck, Berkeley, CA 94704, 415-642-0460. Animated film showing the role militarism plays in denying people their basic needs. Useful with lesson 6.

- *Witness to War: Dr. Charlie Clements.* Skylight Pictures in cooperation with the American Friends Service Committee, 1985. 16mm film, color, 30 min. Available from American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102, 215-241-7000. A North American doctor's experiences with peasants fighting for change in El Salvador.

BOOKS

AGRICULTURE/FARMING

- Burbach, Roger, and Patricia Flynn. *Agribusiness in the Americas.* New York: Monthly Review Press, 1980. Studies history and effects of export agriculture in Latin America, the United States, and Canada.

- Dunbar, Anthony, and Linda Kravitz. *Hard Traveling.* Cambridge, MA: Ballinger, 1976. Account of farmworkers in eastern and southwestern United States.

- Feder, Ernest. *Strawberry Imperialism.* Mexico City: Editorial Campesina, 1978. A study of the agrarian structure of Latin America. The book focuses on the domination of the agrarian economy by large landowners and transnationals and the failure of proposed land reforms to halt the impoverishment of the small farmer.

- Goldschmidt, Walter. *As You Sow: Three Studies in the Social Consequences of Agribusiness.* Montclair, NJ: Allanheld, Osmum & Co., 1978.

- Hightower, Jim. *Eat Your Heart Out: How Food Profiteers Victimize the Consumer.* New York: Crown Publishers, 1975 Texas Commissioner of Agriculture describes role of agriculture and food corporations in controlling our eating habits.

- Hightower, Jim. *Hard Tomatoes, Hard Times.* Cambridge, MA: Schenkman Publishing Company, 1973. A report of the Agribusiness Accountability Project on the failure of America's land grant colleges to serve the interests of consumers and rural communities in their agricultural research projects.

- Powledge, Fred. *The Fat of the Land.* New York: Simon & Schuster Publishers, 1984. Discusses waste and profiteering in U.S. food systems.

- Wessel, James, with Mort Hantman. *Trading the Future.* San Francisco: Institute for Food and Development Policy, 1983. Available from Food First Books. An investigation of the concentration of economic power in our food system. 250 pp. with tables and graphs.

AID

- Adams, Patricia, and Lawrence Solomon. *In the Name of Progress.* Toronto: Energy Probe Research Foundation, 1985. Question-and-answer–format book looks at effects of international development projects.

- Jackson, Tony, with Deborah Eade. *Against the Grain: The Dilemma of Project Food Aid.* Oxford: Oxfam, 1982. Available from Food First Books. Reveals how food aid often hurts the very people it is supposed to benefit. 132 pp. with photos and bibliography.

- Lappé, Frances Moore, Joseph Collins, and David Kinley. *Aid as Obstacle: Twenty Questions About Our Foreign Aid and the Hungry.* San Francisco: Institute for Food and Development Policy, 1980. Available from Food First Books. How foreign aid reinforces the political and economic structures that keep people in underdeveloped countries hungry. 192 pp. with photos and charts.

- Lappé, Frances Moore, Rachel Schurman, and Kevin Danaher. *Betraying the National Interest.* New York: Grove Press/Food First Books, 1987. Available from Food First Books.

HUNGER/NUTRITION

- George, Susan, and Nigel Paige. *Food for Beginners.* London: Writers and Readers Publishing Cooperative, 1982. Available from Food First Books. A documentary comic book with facts and myths about food production. 173 pp. with photos and illustrations.

- Hartmann, Betsy, and James Boyce. *Needless Hunger: Voices from a Bangladesh Village.* San Francisco: Institute for Food and Development Policy, 1982. Available from Food First Books. The root causes of hunger emerge in this book of stories of people in a village.

- Hartmann, Betsy, and James Boyce. *A Quiet Violence: View from a Bangladesh Village.* London: Zed Press, 1983. Available from Food First Books. A complete portrayal of the economic and social forces that keep people in a rural village bound to poverty and hunger. 280 pp. with photos.

- Lappé, Frances Moore. *Diet for a Small Planet.* New York: Ballantine, 1982. Available from Food First Books. This completely revised edition of Lappé's bestseller draws on more than a decade of research to explain how political and economic systems keep people hungry.

- Lappé, Frances Moore, and Joseph Collins. *Food First.* New York: Ballantine Books, 1982. Available from Food First Books. Landmark study on population growth, the Green Revolution, U.S. foreign aid, the World Bank, and agribusiness. 620 pp.

- Lappé, Frances Moore, and Joseph Collins. *World Hunger: Twelve Myths.* New York: Grove Press/Food First Books, 1986. Available from Food First Books. A very up-to-date source of information, this book dispels myths about hunger and presents informed answers that offer hope. 208 pp.

- Nutrition Search, Inc. *Nutrition Almanac.* New York: McGraw-Hill, 1979. General nutrition information.

- Olsen, Laurie. *Food Fight: A Report on Teenagers' Eating Habits and Nutritional Status.* Oakland, CA: Citizens Policy Center, 1984. Interviews and data on teenagers' food habits.

- Physician Task Force on Hunger in America. *Hunger in America: The Growing Epidemic.* Middletown, CT: Wesleyan University Press, 1985. Well-documented report on the extent of hunger in the United States. Contains many personal stories.

- Rifas, Leonard. *Food First Comic.* San Francisco: Institute for Food and Development Policy, 1982. Available from Food First Books. An inquisitive teenager sets out to discover the roots of hunger. 24 pp. in full color with action guide.

- Schwartz-Nobel, Loretta. *Starving in the Shadow of Plenty.* New York: Putnam, 1981. An author's awakening to the poverty and hunger lying close by the wealthy neighborhoods of U.S. cities.

TEACHING MATERIALS AND REFERENCES

- Bigelow, William. *Strangers in Their Own Country: A Curriculum Guide on South Africa.* Africa World Press, 1985. Available from Food First Books. Introduces students to the lives and struggles of the people of South Africa, using stories, poems, simulations, historical readings, role plays, and news articles. Designed as a manual for high-school teachers, but adaptable for other levels. The only commercially published teaching unit on South Africa. 92 pp. with student handouts and bibliography.

- Dickenson, J.P., et al. *A Geography of the Third World.* London and New York: Methuen, 1983. General reference on third world countries.

- GATT-Fly. *Ah-hah! A New Approach to Popular Education.* Toronto: Between the Lines, 1983. Illustrates group problem-solving activities.

- Harty, Sheila. *Hucksters in the Classroom: A Review of Industry Propaganda in Schools.* Washington, DC: Center for the Study of Responsive Law, 1979. Discusses the inappropriate use of the classroom, whether deliberate or inadvertent, as a forum for corporate advertising. 200 pp.

- Kidron, Michael, and Ronald Siegel. *The New State of the World Atlas.* New York: Simon & Schuster, 1984. Presents informative maps on relevant situations in political geography, such as global distribution of natural resources or the worldwide breakdown of per capita income.

- Knowles, Louis L. *A Guide to World Hunger Organizations.* Decatur, GA: Seeds, 1984.

- McGinness, James, and Kathleen McGinness. *Educating for Peace and Justice.* St. Louis: Institute for Peace and Justice, 1980. Loose-leaf curriculum with many activities.

- Myers, Norman, ed. *Gaia: An Atlas of Planet Management.* Garden City, NY: Anchor Books, 1984. Beautifully illustrated book on ecology, resource management, and cooperation for planetary survival.

- Novak, Joseph D., and D. Bob Gowin. *Learning How to Learn.* Cambridge, England: Cambrige University Press, 1984. Presents "concept mapping" or web-charting approach to teaching and learning.

- Ridgeway, James. *Who Owns the Earth?* New York: Macmillan Publishers, 1980. Discussion of world resources, where they come from and who controls them.

- Rubin, Laurie. *Food First Curriculum.* San Francisco: Institute for Food and Development Policy, 1984. An integrated, six-unit curriculum on food, hunger, and justice. Designed to promote skill development at the sixth-grade level. Modifications for grades 4–8. Three-hole punched; 8-1/2 x 11; 164 pp. with illustrations, worksheets, student handouts, and teachers' resources. Demonstration video on teaching with this book is also available for rent. Both available from Food First Books.

- UNICEF. *The State of the World's Children 1985.* Oxford: Oxford University Press, 1984. Information on steps to improve children's health throughout the world. Extensive tables and graphs.

- Van Dreser, Susan. *Hunger Liberation Manual.* Boston: Unitarian Universalist Service Committee, 1981.

- World Bank. *Development Data Book: Social and Economic Statistics on 125 Countries.* New York: World Bank, 1984. Excellent tables.

- World Resources Institute. *World Resources 1986: An Assessment of the Resource Base that Supports the Global Economy.* Washington, DC: World Resources Institute, 1986. 353 pp. of maps, tables, charts, and graphs. Very useful book for the classroom.

TECHNOLOGY/ENVIRONMENT

- Caulfield, Catherine. *In the Rainforest.* New York: Alfred Knopf, 1984. Account of the destruction of the world's rainforests, especially the role of transnationals.

- Papanek, Victor. *Design for the Real World.* New York: Pantheon Books, 1973.

- Schumacher, E. F. *Small Is Beautiful.* New York: Harper & Row, 1975.

- Swezey, Sean L., and Rainer Daxl. *Breaking the Circle of Poison: The IPM Revolution in Nicaragua.* San Francisco: Institute for Food and Development Policy, 1983. Documents how integrated pest management has reduced pesticide use in Nicaragua. 24 pp.

- Weir, David, and Mark Schapiro. *Circle of Poison: Pesticides and People in a Hungry World.* San Francisco: Institute for Food and Development Policy, 1983. Available from Food First Books. Describes export of illegal pesticides to third world countries. 101 pp. with charts, photos, and tables.

WOMEN

- Ehrenreich, Barbara, Karin Stallard, and Holly Sklar. *Poverty in the American Dream: Women and Children First.* Boston: South End Press, 1983.

- Fuentes, Annette, and Barbara Ehrenreich. *Women in the Global Factory.* INC Pamphlet No. 2. Boston: Institute for New Communications, South End Press, 1983. Depicts the oppressive conditions working women face all over the world. Photos and tables.

- Huston, Perdita. *Third World Women Speak Out.* Overseas Development Council. New York: Praeger Publishers, 1979. Third world women give their views on important issues in their everyday lives such as health, cultural change, women's role in the economy, and political leadership. 155 pp.

- Huston, Perdita. *Message from the Village.* New York: Epoch B. Foundation, 1978. Provides a village perspective on issues of population and development as expressed by a sampling of women in 130 villages over three continents. Challenges assumptions made by administrators, planners, and workers in the development field. 140 pp.

WORKING FOR CHANGE

- Alinsky, Saul. *Rules for Radicals.* New York: Random House, 1971.

- Collins, Joseph. *Nicaragua: What Difference Could a Revolution Make?,* 3rd Edition. New York: Grove Press/ Food First Books, 1986. Available from Food First Books. Study documents the transformation of Nicaragua's food and farming system since the popular revolution of 1979. 315 pp. with tables and charts.

- Movement for a New Society. *Our Future at Stake: A Teenager's Guide to Preventing Nuclear War.* Philadelphia: Movement for a New Society, 1985. Photos, ideas, and articles by teenagers working against nuclear proliferation.

PERIODICALS

(Many of the organizations in the resource guide also put out their own periodicals or newsletters.)

- *Akwesasne Notes.* Mohawk Nation, Rooseveltown, NY 13683. Newspaper for those concerned with the lives and struggles of Native Americans. Has listings of books, posters and records.

- *Earth Island Journal.* Earth Island Institute, 300 Broadway, Suite 28, San Francisco, CA 94133, 415-788-3666. Quarterly international environmental newsletter.

- *Food First News.* 145 Ninth Street, San Francisco, CA 94103, 415-864-8555.

- *Food Monitor.* World Hunger Year, 350 Broadway, Suite 209, New York, NY 10013, 212-226-2714.

- *Foodlines.* Food Research and Action Center, 1319 F Street NW #500, Washington, DC 20004, 202-393-5060.

- *Global Pages.* Immaculate Heart College Center, 10951 West Pico Boulevard, Suite 2021, Los Angeles, CA 90064, 213-470-2293. Bimonthly educational newsletters on various topics concerning global issues.

- *Multinational Monitor.* PO Box 19405, Washington, DC 20036, 202-833-3932.

- *NACLA Report on the Americas.* 151 West 19th Street, New York, NY 10011, 212-989-8890.

- *The Nation.* PO Box 1953, Marion, OH 43306.

- *National Boycott News.* 6506 28th Avenue NE, Seattle, WA 98115, 206-523-0421. Provides up-to-date information on boycotts of consumer goods.

- *New Internationalist.* PO Box 255, Lewiston, NY 14092. Monthly.

- *Not Man Apart*, Friends of the Earth, 530 7th Street SE, Washington, DC 20003, 202-543-4312. Bimonthly magazine dealing with environmental protection.

- *Nutrition Action.* Center for Science in the Public Interest, 1505 16th Street NW, Washington, DC 20036, 202-332-9110.

- *The Progressive.* 409 East Main Street, Madison, WI 53703.

- *Rural Advance.* 2124 Commonwealth Avenue, Charlotte, NC 28205. Free newsletter of National Sharecroppers' Fund/Rural Advancement Fund.

- *Seeds: Christians Concerned About Hunger.* 222 East Lake Drive, Decatur, GA 30030, 404-378-3566.

- *UNESCO Chronicle.* Unipub, 205 East 42nd Street, New York, NY 10017. Articles on development issues. Monthly.

About the Institute for Food and Development Policy

The Institute for Food And Development Policy is a not-for-profit research and educational center which investigates the root causes of hunger in a world of plenty. Also known by its imprint, Food First Books, the Institute studies the efforts of people around the world who are working to create food and farming systems that truly meet people's needs.

Founded in 1975 by Frances Moore Lappé, author of *Diet for a Small Planet*, and Joseph Collins, coauthor with Lappé of *Food First: Beyond the Myth of Scarcity*, the Institute has been hailed as "One of the most established 'food think tanks' in the country" by the *New York Times*.

The Institute has been credited with playing a key role in changing the global debate about the causes of and solutions to world hunger. Humanitarian responses to hunger, which formerly favored charity and development technology, now address issues of poverty and powerlessness —the underlying causes of hunger.

Member support and revenues from book sales account for 85 percent of the Institute's income. By accepting no contributions from government sources, the Institute is able to carry out independent research, free from ideological formulas and prevailing government policies. Known for their popularly written style and uncompromising analysis, Food First materials survey social conditions and development problems through a "food window," tackling subjects that range from population control to pesticides. In addition to books, these materials include a quarterly newsletter, reports, guides, audio-visuals, and short, informative leaflets known as Action Alerts.

For more information and a free catalog of resources, please write or call:

Food First/The Institute for Food and Development Policy
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Hunger/Food/Justice/Education 5.00

EXPLODING THE HUNGER MYTHS is an innovative teaching tool about people's most basic right—the right to eat—and why it is out of reach for nearly one-fifth of the world's population, including some 20 million Americans. As young citizens, students need to develop an ability to critically assess the information they hear about global issues such as world hunger. In this curriculum they are urged to investigate some common assumptions about hunger, food, and justice through independent and group discovery methods. Twenty-five activities provide a variety of learning techniques—role playing, simulations, interviewing, writing, drawing—to help students understand the underlying causes of hunger and how problems they thought were inevitable can be resolved. Most important, they learn how they can act to bring about change. Action ideas, suggesting ways to become involved both in and out of the classroom, are incorporated throughout the curriculum.

EXPLODING THE HUNGER MYTHS can easily be adapted for [illegible] classes and [illegible] groups sponsored by church and community organizations.

[illegible] developed the [illegible] teacher [illegible] levels. Collaboration [illegible] Development [illegible] Bay Area Environmental Education Project [illegible]

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